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ABSTRACT

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for language arts instruction at the first grade level, and is divided into eight units: (1) Myself; (2) My School; (3) My Family; (4) My Home; (5) My Community; (6) Transportation; (7) Communication; and (8) Animals. Each unit is further divided into skills which combine the topic of the unit with basic concepts that the child must master. Activities for each skill are suggested. A vocabulary list is provided in each unit, and the guide is illustrated with black-and-white drawings. (CFM)

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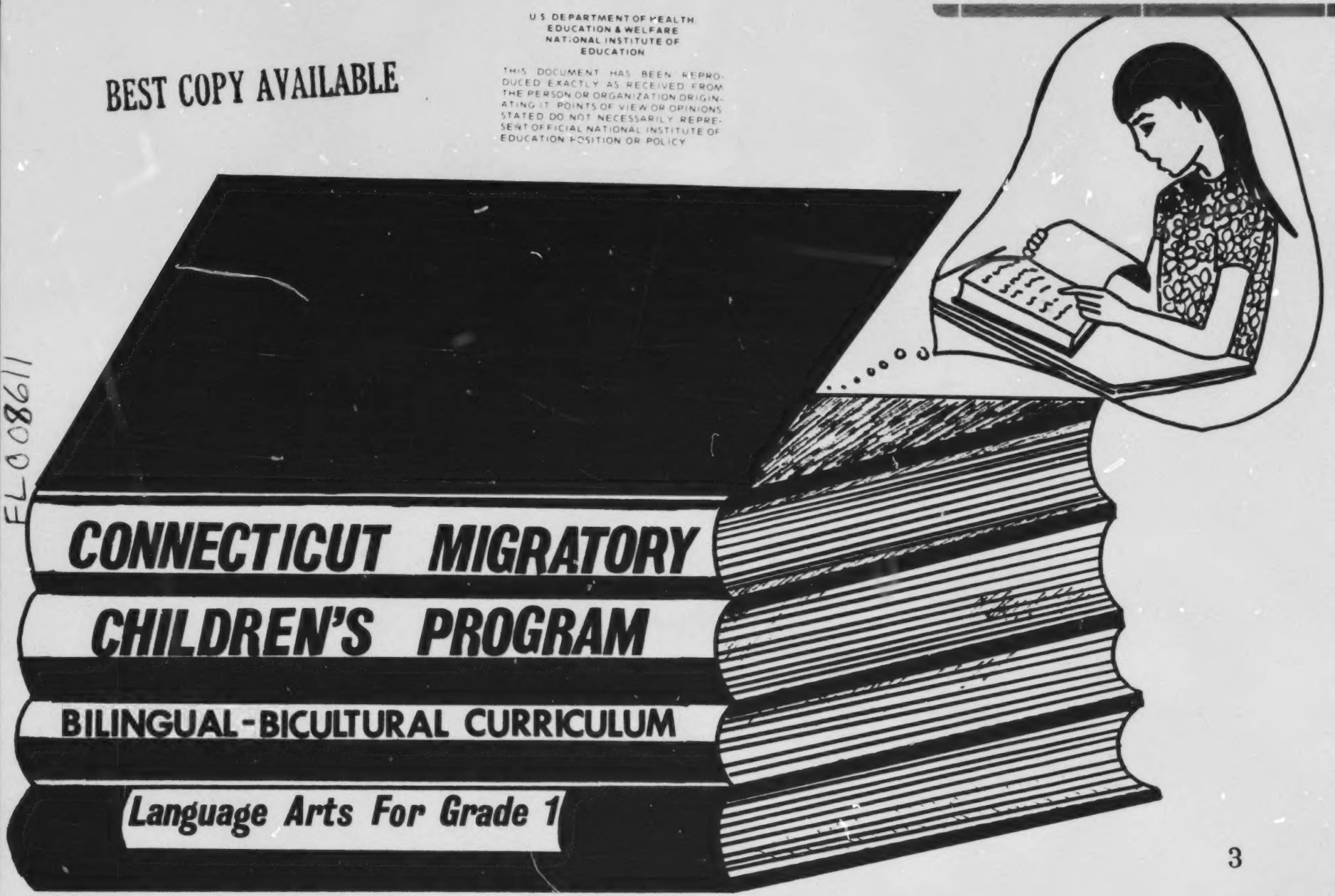

INTRODUCTION

This is a curriculum guide to assist bilingual teachers in providing a coordinated program of studies for pre-school through grade three students whose dominant language is Spanish. In the review or utilization of this suggested curriculum guide for bilingual-bicultural education it is essential to be aware of the philosophical and instructional principles which were used as a common base for this developmental effort. As curriculum decisions were made by the working committees, constant referral was made to previously established premises. These premises justified specific curriculum recommendations and caused the rejection of others. For example, a major premise or principle underlying this curriculum structure deals with the matter of diagnostic-prescriptive education. There can be no norm of achievement for all children, and the function of providing levels of possible accomplishment in the curriculum guide is for the purpose of insuring sequential development and presenting logical expectations of what is appropriate instruction for specific age groups. A child should not be restricted to or forced to achieve at any norm. A child should move on when he is ready and be restricted only by his own achievement, not by any suggested average for children.

Other philosophical or instructional principles considered to be non-negotiable when the working committee began the preparation of this curriculum guide are as follows:

1. The curriculum core or focus for pre-school and kindergarten levels would center on developmental concepts appropriate for children of this particular age.

2. The curriculum core or focus for grades one through three would center on social studies units with other areas of instruction such as language arts, arithmetic, science, etc. specifically related to these same social studies units.

3. The total curriculum with its instructional implications would involve the development and understanding of Puerto Rican history and culture.

4. The curriculum would be developed for use with children who linguistically were Spanish-dominant.

5. The teaching of English as a second language would be of secondary importance and taught on an informal basis at the pre-school and kindergarten levels.

6. The teaching of English as a second language would command a high priority and be of major importance in grades one through three.

7. The instructional methodology planned for this curriculum would have the English learning program "keyed" to the teaching provided to the children in Spanish.

8. The instructional program should make every attempt not to confuse the children through the simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points of instruction for the teaching process in both Spanish and English. For example, insofar as possible a common vocabulary should be used for the two languages so that conceptual understanding and comprehension can be held within a reasonable range for the children involved.

It is recognized that many staffing patterns and philosophical points-of-view exist in the implementation of bilingual-bicultural education in Connecticut. However, it is intended that this curriculum guide and structure will contribute to equalizing the educational opportunities of the Spanish-speaking child and, through a respect and understanding of their cultural background, will result in a positive self-image among these children.

FORWARD

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative through grants from the Connecticut State Department of Education and the New England Program in Teacher Education. The work of the project was accomplished by a variety of people who completed the developmental tasks required for this guide. Assistance in the coordination of this program came from Ms. Rosa Quezada and Dr. John Dixon. The bilingual educators who spent many long hours writing this curriculum were:

Mrs. Aida Comulada
Mrs. Inés Heinrihar
Mrs. Gladys Labas
Mrs. Gloria Velasco
Dr. William Jassey
Mrs. Lisa Long
Mrs. Rosalina Soto

Ms. María Kurcbart contributed extensively to the curriculum both in an editorial capacity and as an artist producing the many illustrations which make the guide more meaningful. Much of the organizing, reviewing, re-writing, and typing of the guide was done by Ms. Deborah Zale. This guide utilizes the concept that effective learning can be enjoyable and that the Spanish culture should be an important component of any curriculum for children with Spanish cultural traditions. Copies of this guide can be secured from the Connecticut Staff Development Cooperative in Hamden, Connecticut.

Alexander J. Plante, Ph.D.
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LANGUAGE ARTS

BILINGUAL-BICULTURAL CURRICULUM FOR GRADE ONE CHILDREN

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Units, Skills and Vocabulary 1

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UNITS, SKILLS AND VOCABULARY
FOR
LANGUAGE ARTS CURRICULUM
GRADE ONE

UNIT	SKILLS	VOCABULARY
I. Myself	A. Is able to identify, distinguish and describe different parts of the body.	Face, hair, legs, arms, feet, hands, fingers, chest, shoulder, stomach, toes, face, nose, eyes, chin, back, head, forehead, mouth, teeth, thumb, fingernails, elbows, knees, wrist, ears, tall, short, thin, fat, man, woman, boy, girl, light, dark, curly, straight, strong, weak, delicate, long, round, smooth, hairy, eye-color, hair-color. Photograph, drawing, details, describe, description, size, weight, shape, name, age, address, telephone, country of origin, language spoken.
	B. Is able to describe the functions of the parts of the body and functions of the senses.	Ears, eyes, nose, hands, tongue, teeth, lips, taste, smell, touch, sight, hearing, look, listen, feel, taste, senses, smile, frown, angry, pleased, funny, crying, giggle, sobbing, pouting.
	C. Is able to understand precise oral instructions.	Listen, do, follow, repeat, make, teach, instructions, steps, directions, rules, plans, fast, slow, careful, attention, stop, go, start, finish, circle, cross, underline, check, right, left, up, down, draw, paint, write, erase, print, fold, cut, paste, rip, tear, sit down, stand up, bend, lift, walk, run, skip, tiptoe, lie down, play, choose, whisper.

	D. Is able to distinguish between the first name, last name, middle name, and nickname.	First name, second name, initial, maternal last name, paternal last name, nickname, full name, formal, informal, friendly, polite, courteous, familiar, Mr., Mrs., Ms., Miss.
	E. Is able to identify and distinguish the capital vowels and the lower case vowels.	Vowels, lower case, capital letter, small letter, size, shape, sound, letter name.
	F. Is able to identify and distinguish the capital consonants and the lower case consonants.	Consonants, lower case, capital letter, small letter, size, shape, sound, letter name.
	G. Is able to combine one consonant with one vowel to form syllables and words.	Syllables, words, combination, copy, read, definition, meaning, sentences.
	H. Is able to understand the use of capital letters at the beginning of proper names and at the beginning of sentences.	Proper names, places, titles, first-word-in-sentence.
	I. Is able to talk about himself in a logical sequence.	First, middle, last, beginning, ending, order, morning, afternoon, night, early, late, before, after, in-between, wake up, dress, breakfast, walk, ride, school, study, play, lunch, rest, activites, go home, dinner, evening, undress, go to bed, sleep.
II. My School	A. Is able to perceive main details in pictures or drawings related to schools.	Classroom, chalkboard, flag, windows, desk, eraser, office, library, restroom, door, clock, chair, toys, lunchroom, cafeteria, gymnasium, nurse's room, hall, playground.

B. Is able to establish similarities and differences in Puerto Rican schools and Connecticut schools.	Heat, radiator, snow, rain, windows, clothing, uniforms, weather, language.
C. Is able to establish similarities and differences in form, size, color, position, and direction.	Left, right, top, bottom, front, back, upside down, right-side up, inside out, right-side out, colors, shapes.
D. Is able to recognize similarities and differences in sounds at the beginning of words.	Sounds, beginning letters, matching.
E. Is able to identify words that rhyme.	Rhyme, similar, ending, pairing, poems.
F. Is able to follow precise oral instructions.	Listen, order, sequence, follow, accurately, pick up, take-it-to, in front, in back, place it, on the botton, on the top,
G. Is able to organize thoughts in units or categories.	Parts, units, belong together, topic, subject, meaning, events, categories, sentences.
H. Is able to understand the calendar.	Calendar, days of the week, months of the year, seasons, yesterday, today, tomorrow, day before, day after, first day, last day, middle of, weekends, holidays, weekdays, birthdays, date.
I. Is able to recognize and use abbreviations.	Abbreviation, abbreviate, period, title, Mr., Mrs., Miss, Ms. (Sa.), Dr., initials.

	J. Is able to associate words with classroom objects.	Crayons, scissors, pencil, pen, chalk, ruler, construction paper, paste, glue, brushes, paint, plants, aquarium, puzzles, books, workbooks, duplicated sheets, signs, posters.
III. My Family	A. Is able to recognize a whole family and it's parts.	Family, parents, children, grandparents, aunts, uncles, cousins, godparents, relatives, time-line, marriage, birth, moving, settle, together, separate.
	B. Is able to identify the different members of the family by name.	Mother, father, son, daughter, grandmother, grandfather, brother, sister, baby, uncle, aunt, nephew, niece.
	C. Is able to understand relationships among members of the family.	Relationship, older, oldest, younger, youngest, mother's parents, father's brother, uncle's daughter.
	D. Is able to form adjectives which are consistent with the singular or plural form of their nouns.	Adjective, noun, singular, plural, ending, loving, strong, calm, pretty.
	E. Is able to associate family words with pictures or drawings.	Match, put together, labeling, choosing, sets.
	F. Is able to recognize the variation in words with a common root and the differences in meaning.	Root, suffix, prefix, meaning, garden, gardener, little-garden, flower, little-flower, flower shop, vase, Florinda, Flores.
	G. Is able to recognize and associate words.	Eat, girl, boy, masks, member, partner, festival, parade, anniversary, baptism, wedding, cooking, washing, painting, ironing, cleaning, shopping, presents, album.

	H. Is able to repeat the parts of a story in proper sequence.	Tale, narrate, bedtime, generation, prince, good-looking, gold, chest, childbirth, signal, sun, forehead, moon, happiness, soldier, war, wife, pregnant, carriage, planning, dressed up, princess, boat, down river, aware, return, looked in, forever, early, fisherman, fishing, crying, enough, feed, good luck, stay, fighting, getting along, packing, start, arrive, mountain, rest, strange, voice, hours, surprise, suddenly, hungry, appear, farm, horses, stick, touch, blow, smoke, magic, beautiful, fall down, road, palace, late, cooks, delicious, mean, poison, bird, dogs, died, angry, punished, promise, forgive, real, doctor, care, get well, happily-ever-after.
	I. Is able to recognize the sequence in activities.	Activities, time, place, people, beginning, ending, middle, now, then.
IV. My Home	A. Is able to distinguish and identify the parts of a house and associate rooms with activities.	Furniture, appliances, frying pan, television, refrigerator, washing machine, iron, toaster, shower, bathtub, bed, sofa, bureau, closet, dishes, spoons, forks, knives, glass, cup, room, bedroom, kitchen, living room, dining room, bathroom, cellar, attic, newspaper, magazine, sink, towel, soap, stove, oven, bowl, toothpaste, ironing board, toothbrush, clothes hanger, sheets, pillow, lamp, egg-beater.
	B. Is able to understand the difference between exclamatory and interrogative sentences.	Exclamatory sentence, interrogative sentence, exclamation point, question mark.

	C. Is able to identify and distinguish nouns.	Church, fruits, vegetables, mango, rice, banana, platain, beans, window, tree, picture, roof, record player, porch, balcony, door, lightbulb, shoes, ribbon, pants, socks, gloves, dress, shirt, belt, butter, eggs, ice, milk, salad.
	D. Is able to identify and distinguish nouns.	Yard, verb, lawn, lawn mower, eat, dress, clean, cook, sleep, mow, peel, cut, wash, fold, put away, drink.
	E. Is able to identify and distinguish adjectives.	Adjective, phrase.
V. My Community	A. Is able to understand the concept of community.	Community, street, block, neighbor, neighborhood, downtown, country, town, village.
	B. Is able to identify, distinguish and use singular and plural forms of nouns.	Cars, church, trees, bus, store, signs, street light, stop light, building, houses, fences, vendor, police, ambulances, school, hospital, city, park, theatre, factory, bakery, bells, sirens, vegetable vender.
	C. Is able to recognize community helpers.	Fireman, policeman, doctor, dentist, garbage-man, mailman, baker, butcher, grocer, police-station, fire station, supermarket, hospital, nurse, teacher, lawyer.
	D. Is able to identify, distinguish, and use definite articles.	The, this, that, those, these, library, sidewalk, road, market, uniform.

	E. Is able to identify, distinguish, and use indefinite articles.	A, an, one, beach, sun, sand, ocean, waves, breeze, clouds, starfish.
	F. Is able to establish similarities and differences between communities.	Taíno Indians, clothing, housing, transportation, food, games, religion, instruments, art, dances, communication, tool.
	G. Is able to identify, distinguish, and use superlatives and diminutives.	Superlative, diminutive, little, big, large, small, huge, tiny.
VI. Transportation	A. Is able to distinguish similarities and differences in means of transportation.	Walking, automobile, horse, train, airplane, boat, bus, taxi, bicycle, motorcycle, helicopter, ocean liner, school bus, wagon, camper, truck, slow, fast, mass, individual, cheap, expensive, rail, highway, water, air, flying, riding, driving, sailing, pulling, go, come, leave, arrive, airport, bus station, train station, dock, garage, port, barn, donkey, burro, trolley, streetcar.
	B. Is able to punctuate properly using periods and commas.	Punctuate, period, comma, tape recording, paragraph.
	C. Is able to place words in alphabetical order.	Alphabetical order, pairs, first, second, last, spell, similar, left to right, lettering.
VII. Communication	A. Is able to recognize similarities and differences in means of communication.	Newspaper, magazines, books, talk, sign language, mail, telephone, radio, television, movies, record player, tape recorder, drum, telegraph, morse code, satellite, smoke signal, flags, call, dial, answer, talk, speak.

	B. Is able to write a simple letter	Mail, letter, envelope, stamp, note, mailman, mailbox, post office, airmail, special delivery, date, sender's address, receiver's address, salutation, signature, body of the letter.
VIII. Animals	A. Is able to identify and describe farm animals.	Horse, cow, rabbit, pig, duck, chicken, hen, rooster, sheep, goat, lamb, calf, colt, pony, cat, dog, turkey, ox, goose, chicks, gosling, ducklings, kid, soft, furry, black, hairy, white, brown, big, large, small, little, fast, wooley, fat, lean, baby, male, female, jump, hop, pounce, run, climb, trot, play, chase, scratch, sleep, drink, eat, bark, honking, braying, mewing, bleat, quacking, grunting, oink, neighing, mooing, crowing, gobbling, sing, snort, insect, snake, caterpillar, fly, mosquito, goldfish, bird, turtle, canary, fence, barn, coop, pen, field, pond, corral.
	B. Is able to identify and describe wild animals.	Lion, tiger, elephant, rhinoceros, hippopotamus, giraffe, fish, zebra, alligator, monkey, bear, deer, wolf, beaver, fox, raccoon, squirrel, chipmunk, forest, jungle, swamp, mountain, lake, river, ocean, island, wild, tame, survival, prey, graze, catch, hunt.
	C. Is able to recognize synonyms.	Synonyms, similar, same.
	D. Is able to recognize antonyms.	Antonyms, opposite.

ACTIVITIES FOR

LANGUAGE ARTS CURRICULUM FOR GRADE 1

I. Myself

A. Is able to identify, distinguish and describe different parts of the body and relationships between them using precise words to give the color, form, shape, and size of these parts.

a. Hold a conversation with the children relating to characteristics such as sex, age, height. For example, the teacher could have pictures of a boy and a girl. After showing the picture of the girl the teacher could ask all the girls to stand up.

b. The teacher can demonstrate to the children how to introduce themselves to their peers in terms of name, address, sex, age, weight, height, country of origin, and language spoken. The child might be asked to say:

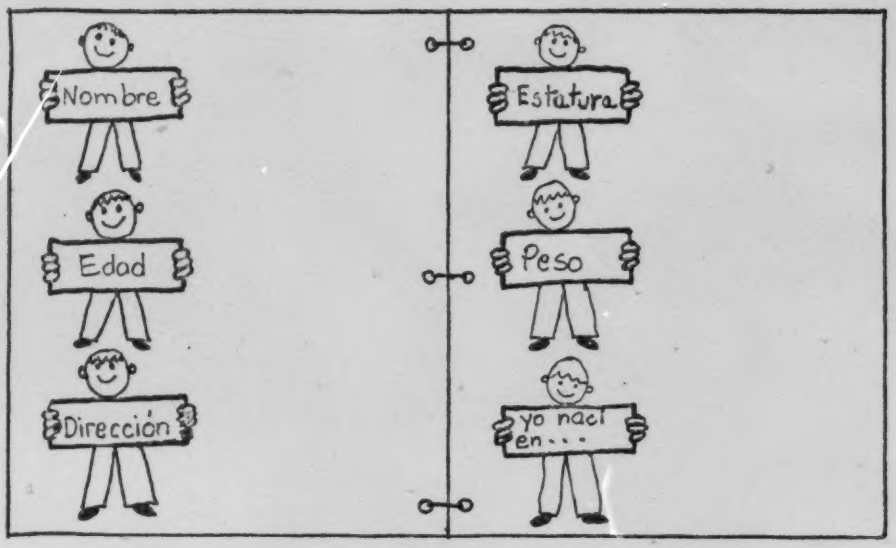
Soy un niño.
Me llamo Juan.
Tengo siete años.
Soy alto y delgado.
Vivo en la calle Maple.
Soy puertorriqueño.
Puedo hablar español e inglés.

Then have the children ask each other questions for which each child can supply this information.

c. Play the "Who Is It" game:
One child will describe the characteristics of one of his peers. Then this child will ask one of the other children in the group who he has described. If the child who was asked can answer correctly he can give the next description.

d. Have the children make drawings of themselves without any special instructions. The teacher will then study each drawing to determine aspects that could be improved, such as missing body parts or disproportions in the drawings. Then the teacher will provide an experience that will make the child aware of the missing parts and disproportions. For example, if the fingers are missing from the hands, have the child take five crayons and make a mark on each finger nail of one hand with a different color. Then immediately

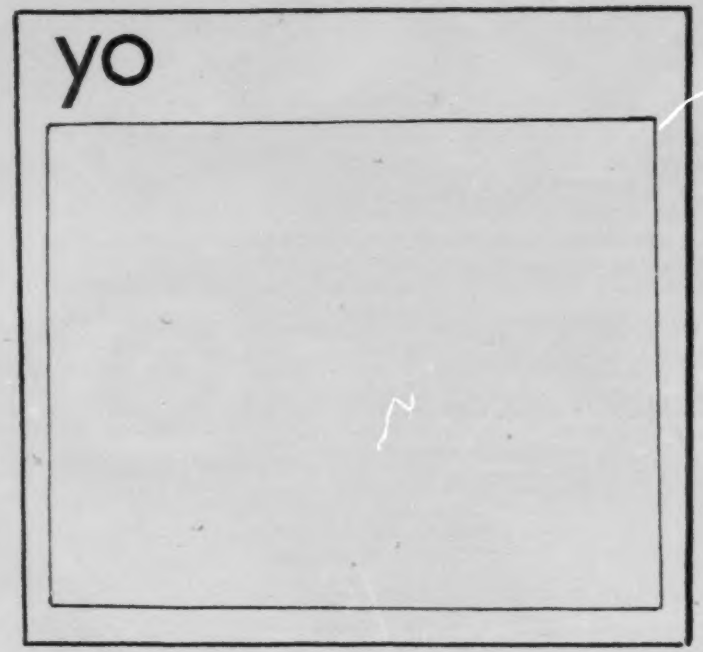
A.

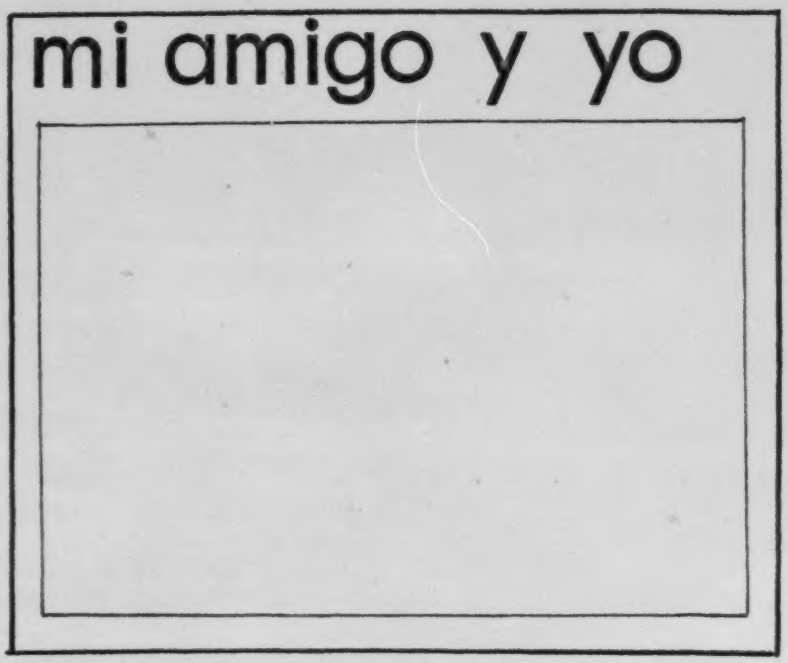


B.

I.A.b: Myself

The children will make a book about themselves.
On the cover they can paste mirrors or their own pictures.
For the pages the teacher can provide duplicated sheets to be filled in with information-pictures, as shown in A and B.
Extra pages can be added for drawing, pasting, and writing.





I.A.d.i.j: Myself

Give the children duplicated papers like these, so they can draw pictures of themselves and their friends. These could become pages for their books.

have the child draw a picture of his body to see if he is now aware of his fingers. Don't just tell the child to draw fingers. Rather, give him special stimulation to improve his awareness. If necessary, give several stimulation experiences for the same purpose.

e. The teacher can make up sentences which apply to given children but which are not complete. For example:

Juan tiene ojos azules y es muy alto.
María tiene pelo lacio y ojos obscuros.
José es puertorriqueño y habla español.

f. Play "Simón Says" ("Simón dice"):

"Simón says touch your nose."
"Simón says raise your hands."

g. Make ditto copies of human figures with missing parts so the children can identify the missing parts and draw them in.

h. Show the children a picture of their class group. Have them recognize the different members of their class and then hold a spontaneous conversation about the similarities and differences between the children in the class.

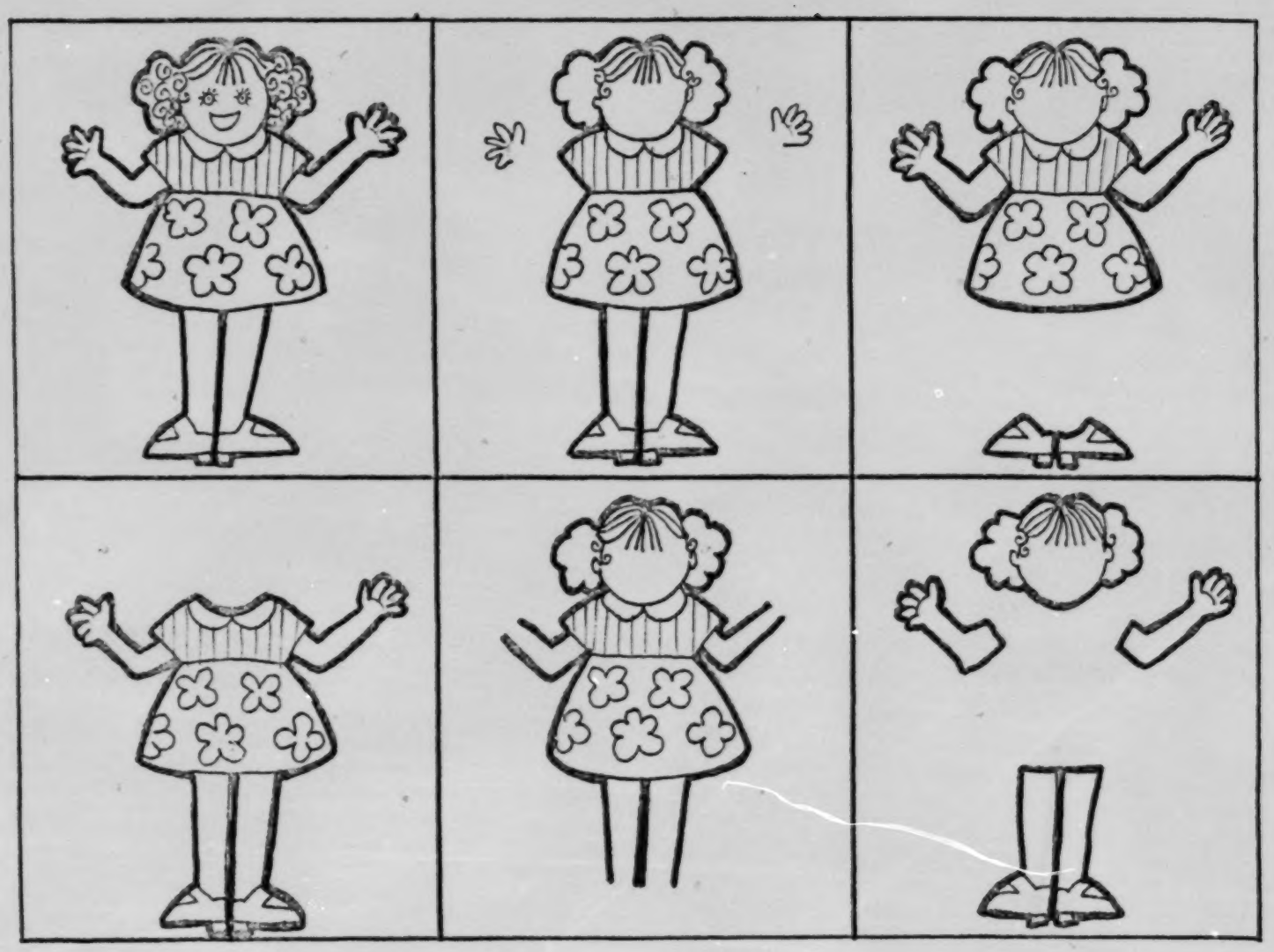
i. Have the children make drawings of themselves together with their best friend. Then have the children talk about their picture and how they see their friend in comparison to themselves.

j. Have the children make pictures of themselves together with one of their peers who they consider to be very different from themselves. The teacher will then be able to discover what the children consider to be important similarities and differences between children and have the children talk about these.

B. Is able to describe the functions of different parts of the body and the different senses.

a. Record each child's voice. These recordings can then be played back and the children will be asked to recognize their own voice.

b. Have a bag with different objects inside. The children can feel the objects through the bag and name the objects. This could be a competitive game in which the children try to name the most objects correctly.



I.A.g: Myself

Have the children fill in the missing parts.

c. Give the children jars containing different smelling substances - coffee, chocolate, garlic, etc. The children are asked to name the substance.

d. Bring different fruits from Puerto Rico and Connecticut. The children can be blindfolded. They can taste the different fruits and try to name them.

e. Make up incomplete oral sentences relating parts of the body to different senses. Have the children complete the sentences. For example the teacher could say:

"The eyes are for _ _ _ _ _ _."
"Maria uses her legs to _ _ _ _ _."
"We listen with our _ _ _ _."

C. Is able to follow precise oral instructions.

a. Have the children practice following two or more instructions given at the same time. For example:

"Fold that paper in half, and draw on the left side a picture of yourself and on the right side a picture of your best friend."

"Stand up, go out of the room, return to the room, take the red crayon, and sit down."

b. Play the "Telephone Game":

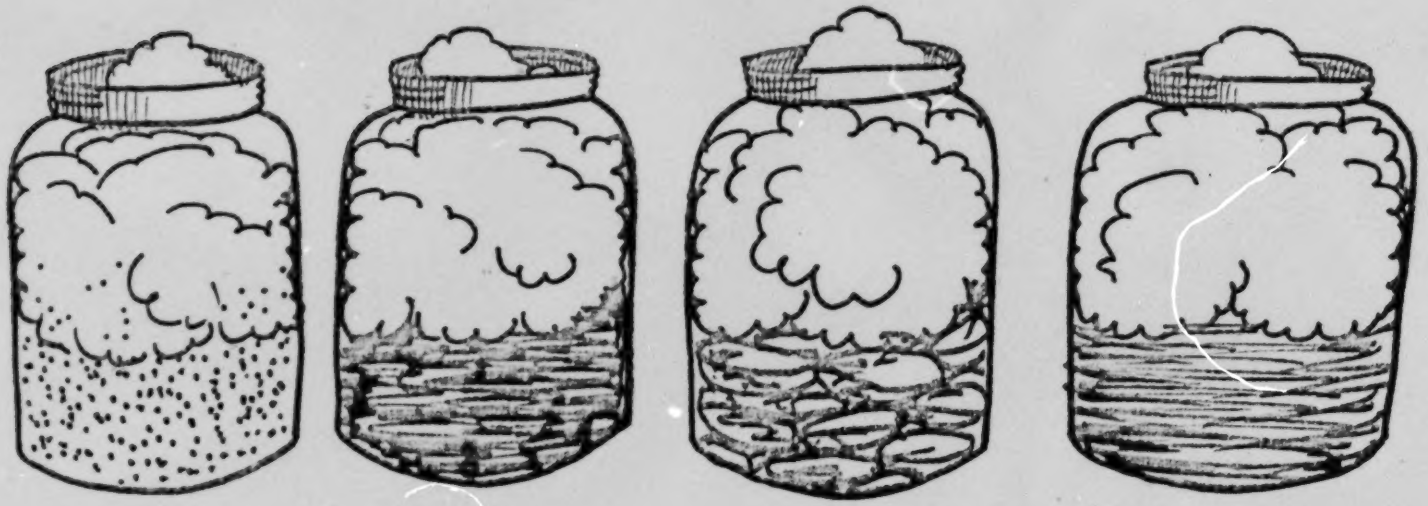
Formation: Sitting in a circle
Equipment: None
Number of players: Class
Directions: a. The teacher will whisper one or more instructions to the nearest child.
b. The child will whisper the instruction to the next closest child.
c. Each child will whisper the action to the next one.
d. The last child will execute the action.

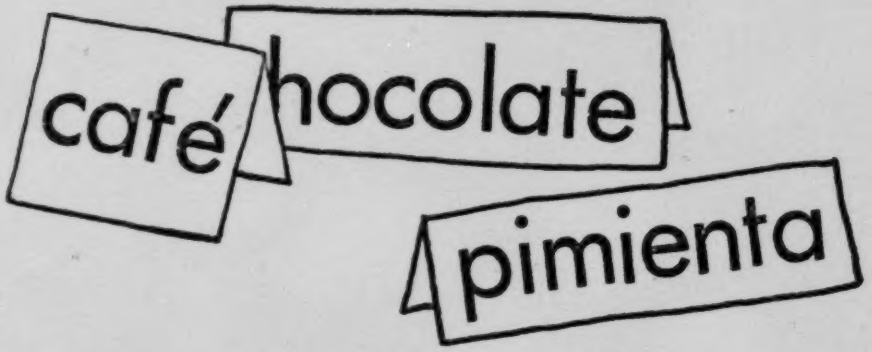
c. Play the "Messenger Game":

Formation: Children scatter around the room
Equipment: None
Number of players: Class
Directions: a. The teacher will give an order to the child who will play the role of messenger.
b. The messenger will give the order to a child chosen by the teacher.
c. The chosen child will execute the order.

I.B.c. Myself

Fill small baby food jars with different substances -- coffee, powdered chocolate, garlic cloves, pepper, dish-soap, etc.
Put some cotton balls inside the jars so that the children can take them out and smell the substances.
Make small cards with the name of the substances to set in front of each jar.





I.C.b. Myself

"THE TELEPHONE GAME"

D. Is able to understand the difference between their first name, last name, middle name, and nickname.

a. The teacher can ask each child questions about their names. For example:

"Juan, dime tus dos apellidos.
"Como te llaman en tu casa?"
"Dime tu nombre completo."
"Cuál es tu apodo?"
"Cuál es tu segundo nombre?"
"Cuál es tu apellido paterno?"
"Cuál es tu apellido materno?"

The children can ask each other the same questions.

b. The teacher can give a name orally and ask the children to tell whether the name is a nickname or a full name.

c. Have the children copy their names.

d. Have the children recognize their own names from among many names on flash cards. They can also recognize their classmates' names on these cards.

e. The children can draw pictures with each letter of their name.

f. The children can cut letters from magazines and paste them together to spell their names.

g. The children can now write their names from memory.

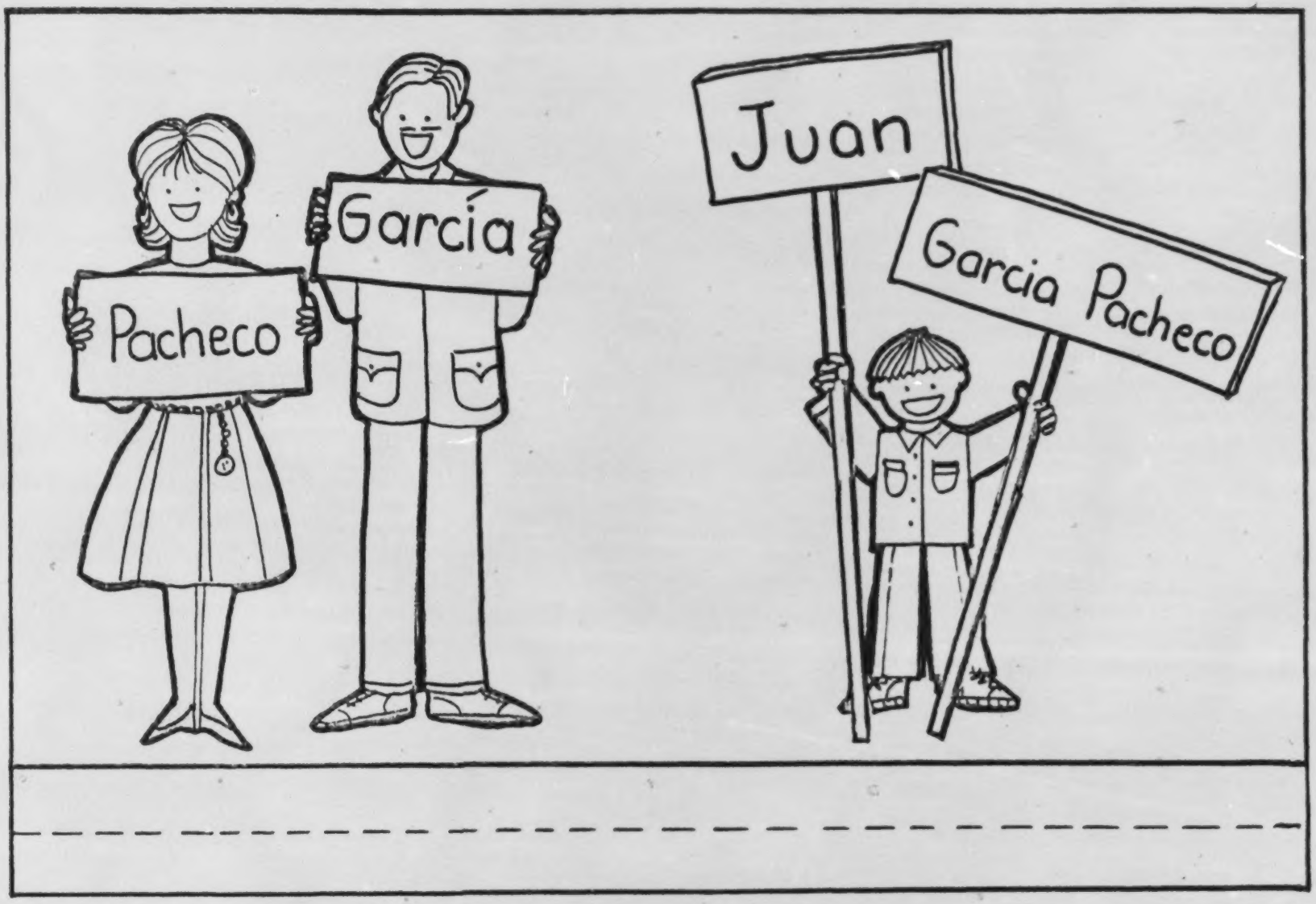
E. Is able to identify and distinguish the capital vowels and the lower case vowels, and associate the shape, sound and name of these vowels.

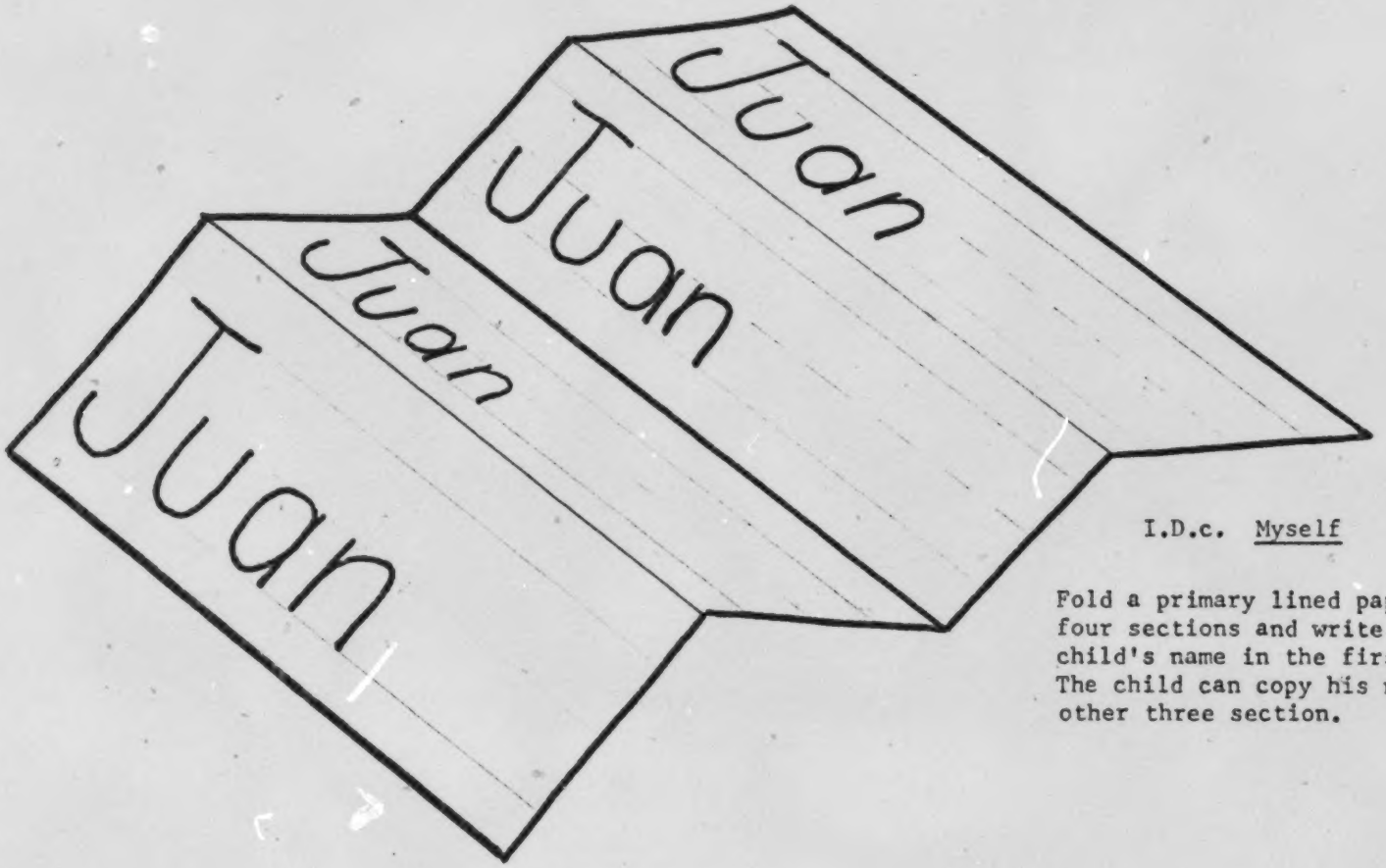
a. The teacher can make a picture using the shape of the vowels as the basis for the pictures. As the teacher is drawing the pictures on the board, the children can copy them. These pictures can also be duplicated from a stencil so that the children can use them for coloring.

b. The teacher can present a vowel either orally or in writing and have the children draw the picture associated with that vowel. For example, the children can draw Anita for A, escalera for e, or Indio for I.

I.D.a: Myself

Make a ditto master as shown with blank signs for the child to fill in his mother's name, his father's name, and his own full name.





I.D.c. Myself

Fold a primary lined paper in four sections and write the child's name in the first section. The child can copy his name in the other three section.

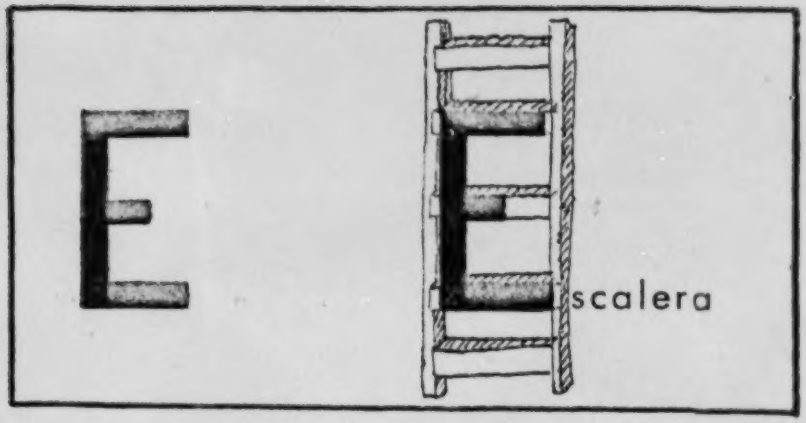
I.D.e. Myself

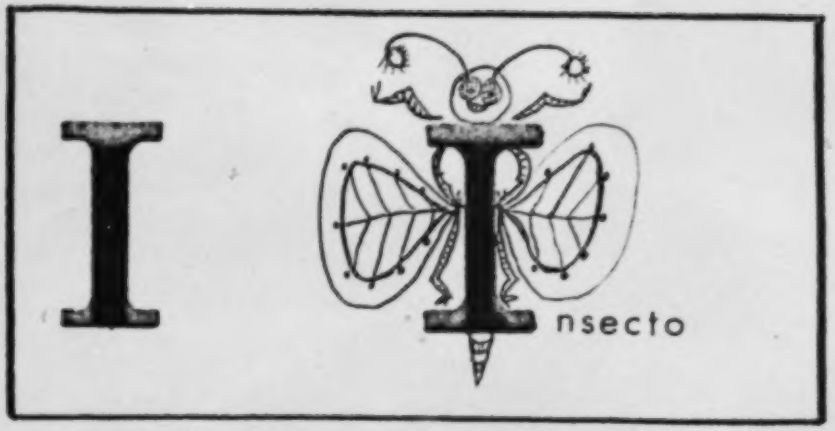
On a large piece of oak tag the children can make pictures with each letter of their name.

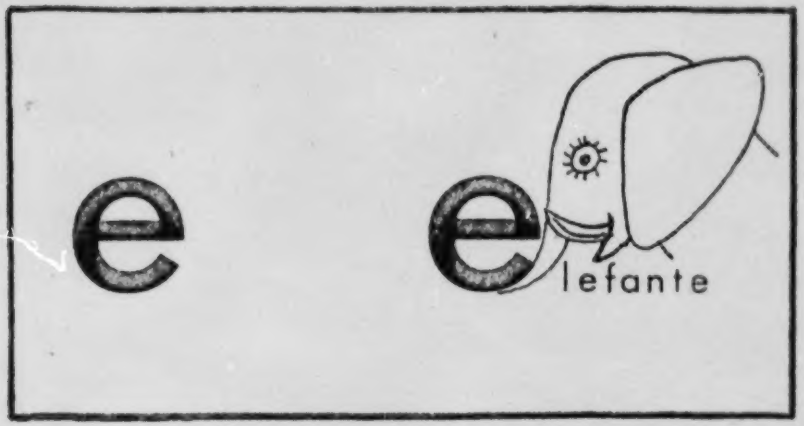
I.E.a. Myself

Make duplicated papers to introduce the capital and lower case vowels. Use the shape of the letters as a basis for the pictures. These can be used for the children to color or the children can use the letters to make their own drawings.

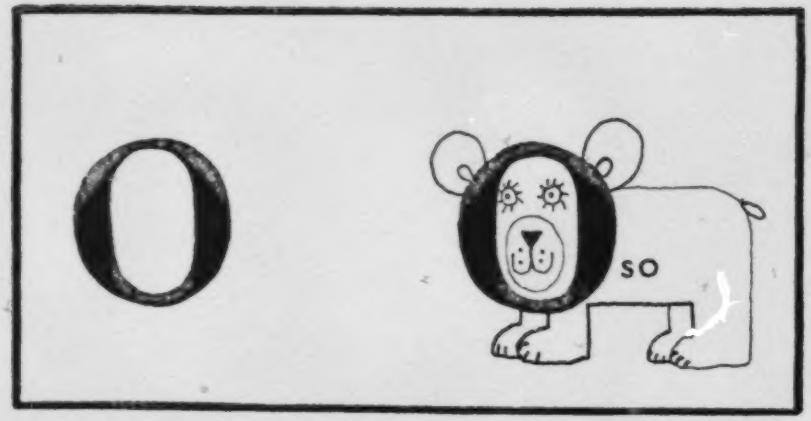
I.E.a. Myself

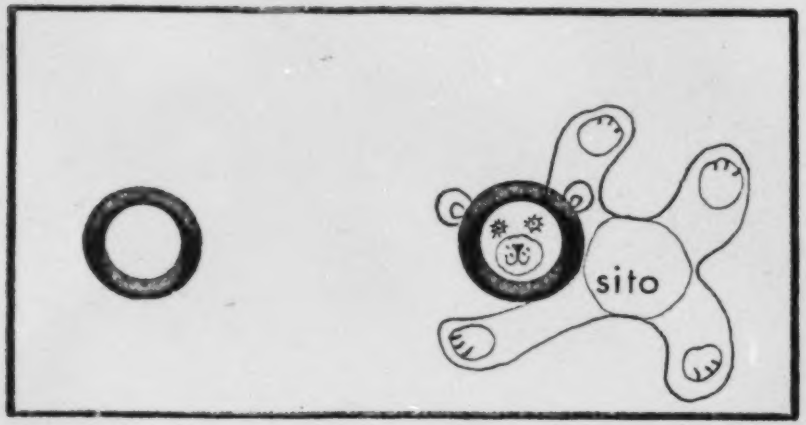


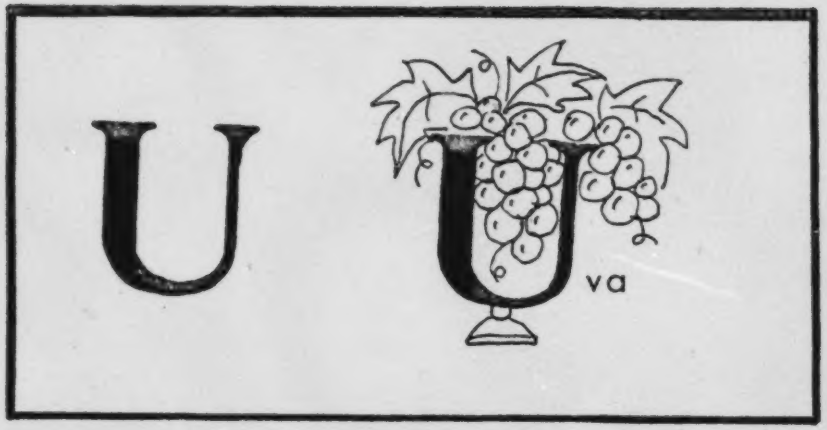




I.E.a. Myself







c. Give the children a sheet with capital vowels on one side and lower case vowels on the other. Have them draw lines connecting the same vowels.

d. Have the children draw pictures of objects whose names start with a given vowel.

e. Present a series of pictures of objects the names of which start with vowels. Present a vowel with each series. Have the children mark the object that starts with that vowel.

f. Present a series of pictures of objects starting with vowels and a series of vowels. Have the children draw a line from the object to the right vowel.

g. Ask the children to draw objects that start with a given vowel.

h. Have the children march to La Marcha de las Vocales. Posters of the vowels can be made for the children to carry while they are marching.

La Marcha de las Vocales

Que todos los niños esten muy atentos
ha sido la orden que dió el capitán.

Que dejen toditos los libros abiertos
Las cinco vocales van a desfilar.

Primero verán que viene la A
con sus dos patitas muy abiertas al pasar.

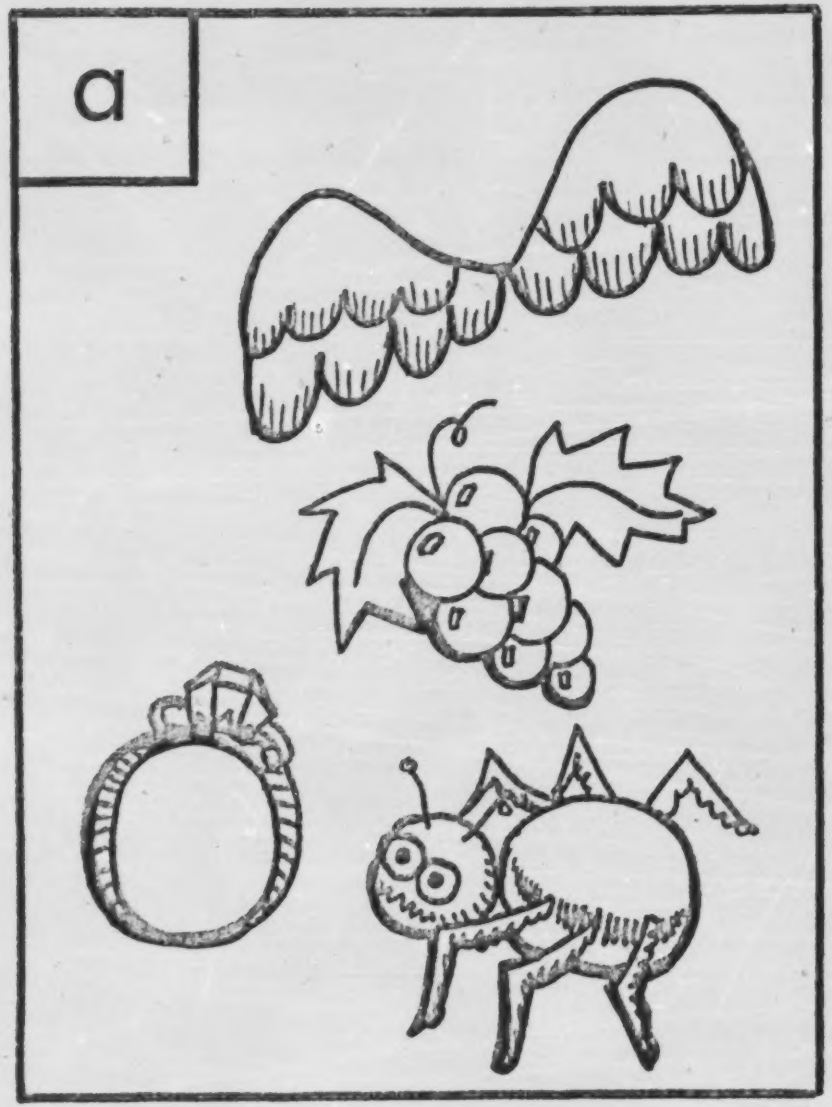
Le sigue la E, alzando los piés
el palo del medio es mas chico como ves.

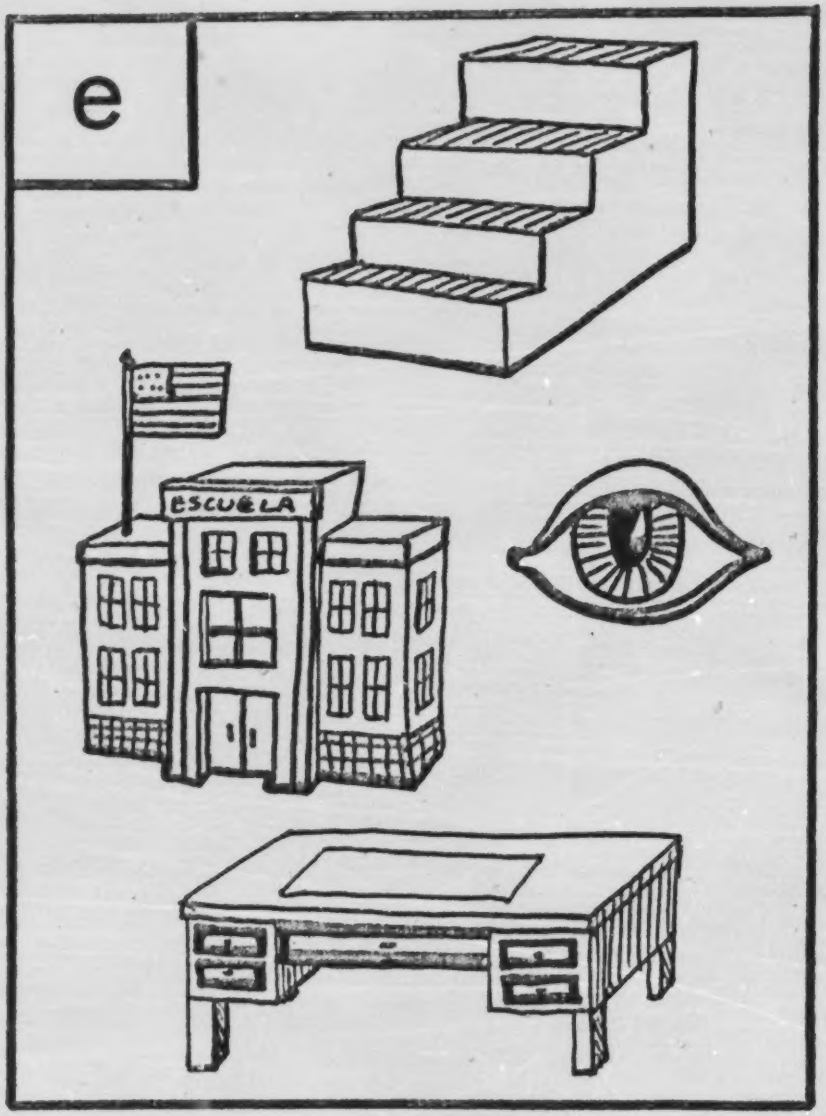
Ahi viene la I. Le sigue la O.
Una es flaca y otra es gorda porque ya comió.

Y luego veran llegó la U
como la cuerda con que siempre saltas tú.

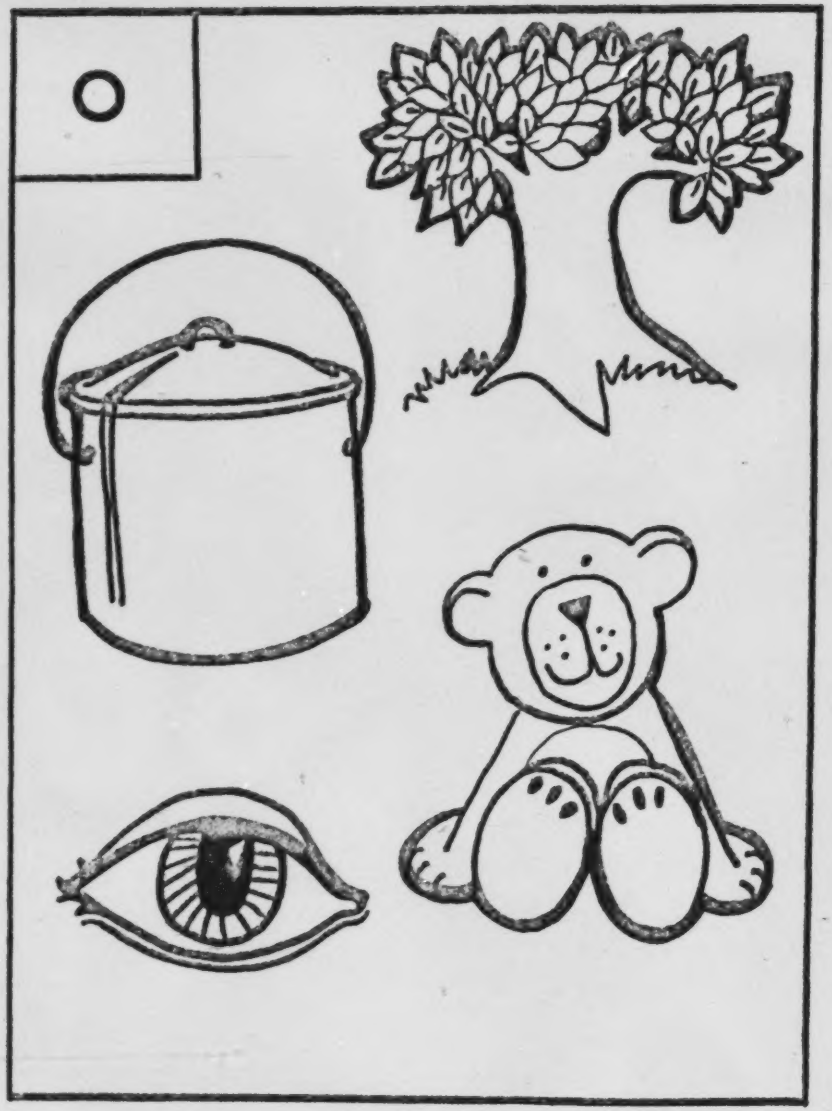
A E I O U.

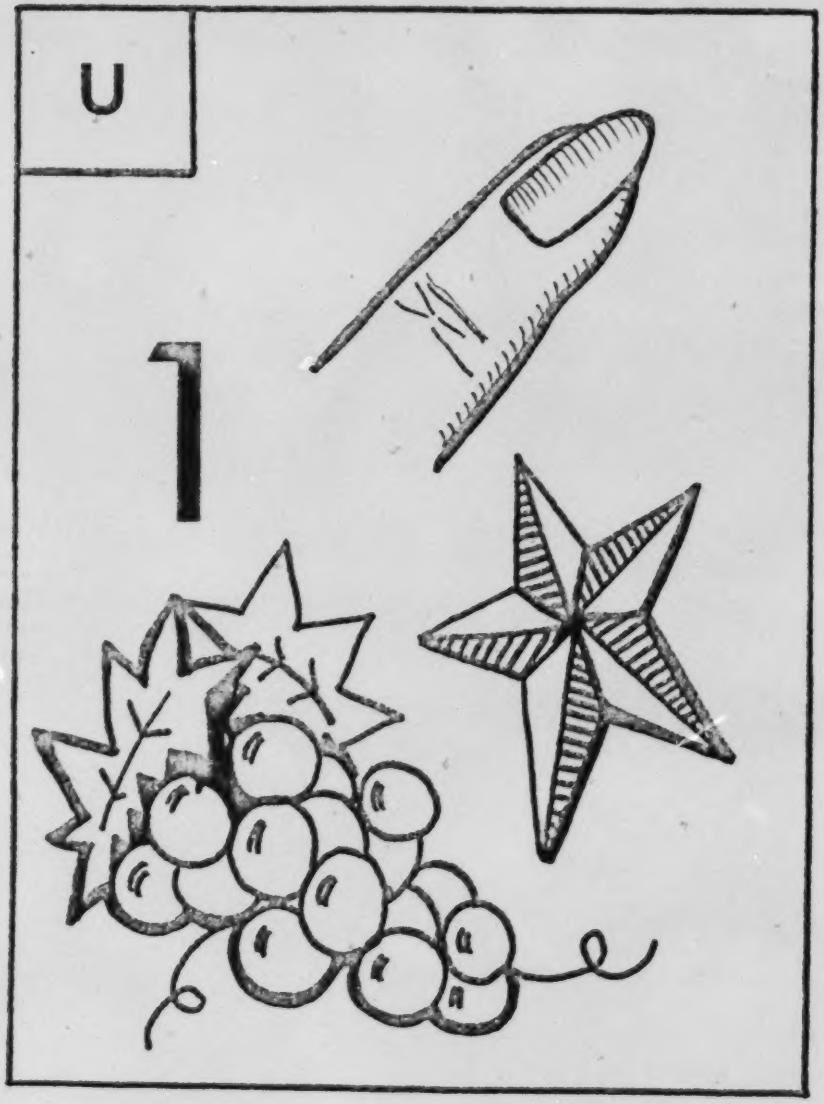
I.E.e. Myself





I.E.e. Myself





I.E.e. Myself

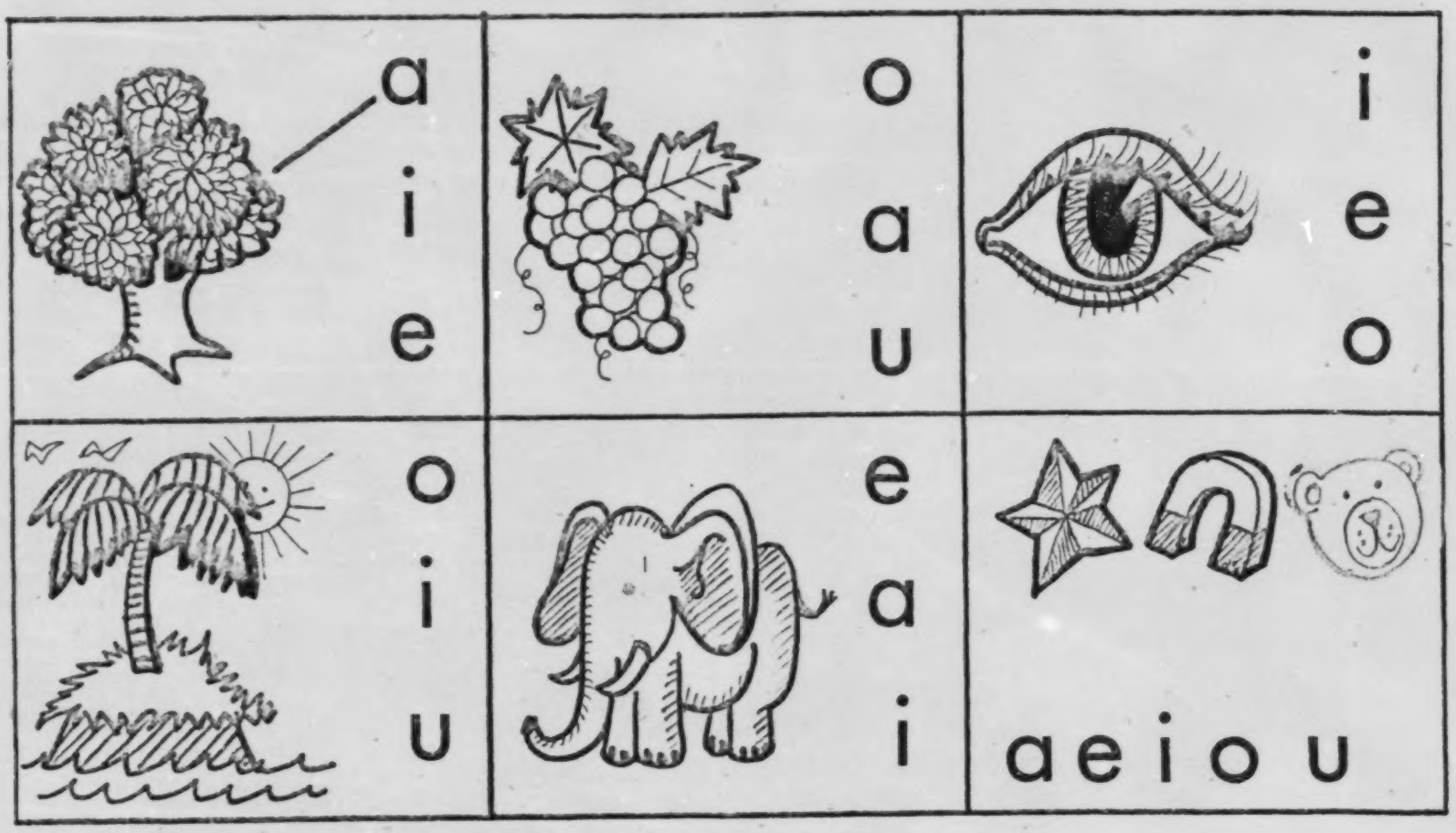
Make duplicated papers to introduce the sound of the vowels.

The children can mark the objects that begin with the vowel indicated.

LANGUAGE ARTS CURRICULUM ACTIVITIES FOR GRADE 1

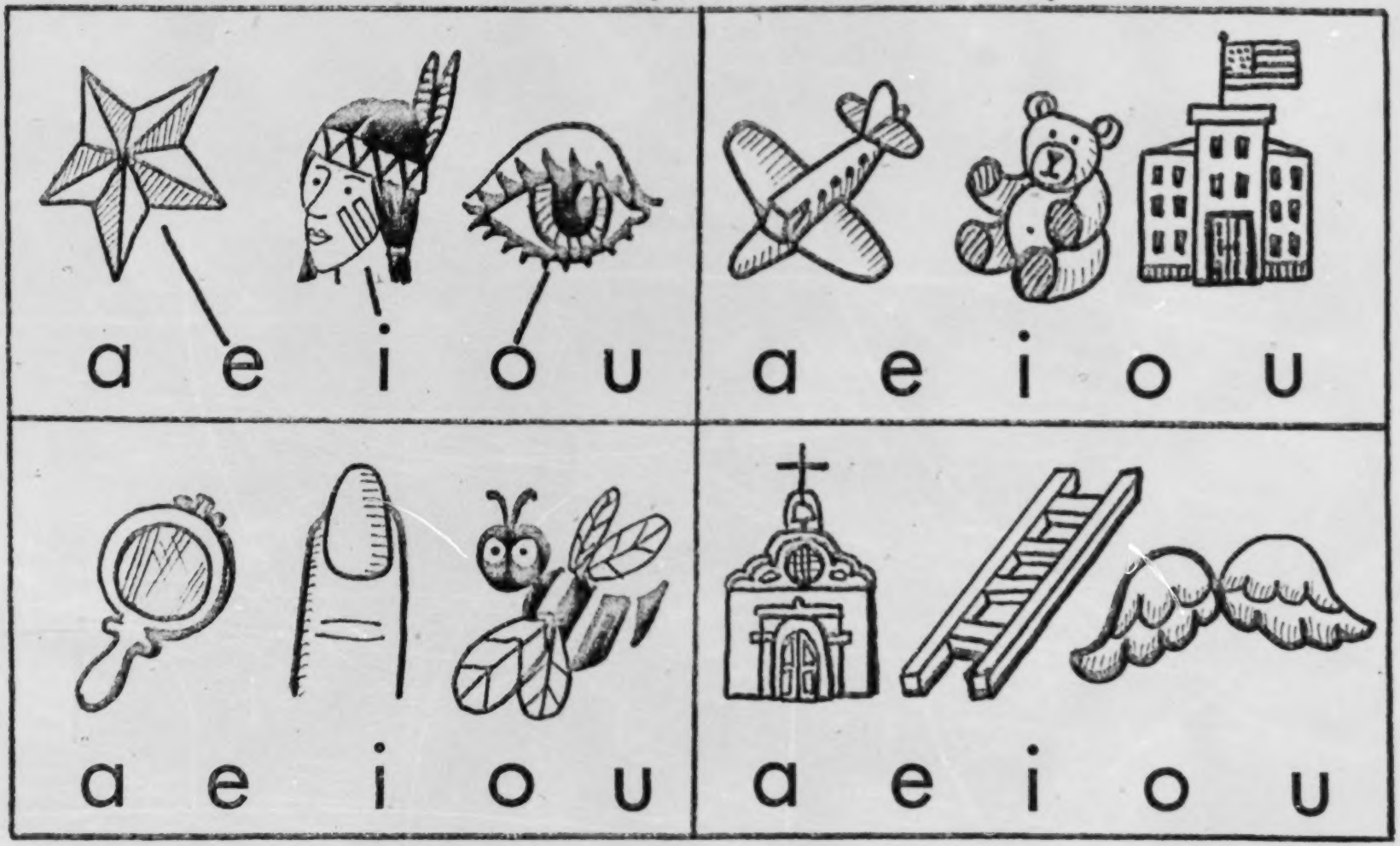
I.E.f. Myself

Make a duplicated paper as shown.
Have the children draw a line from the object to the correct beginning vowel.



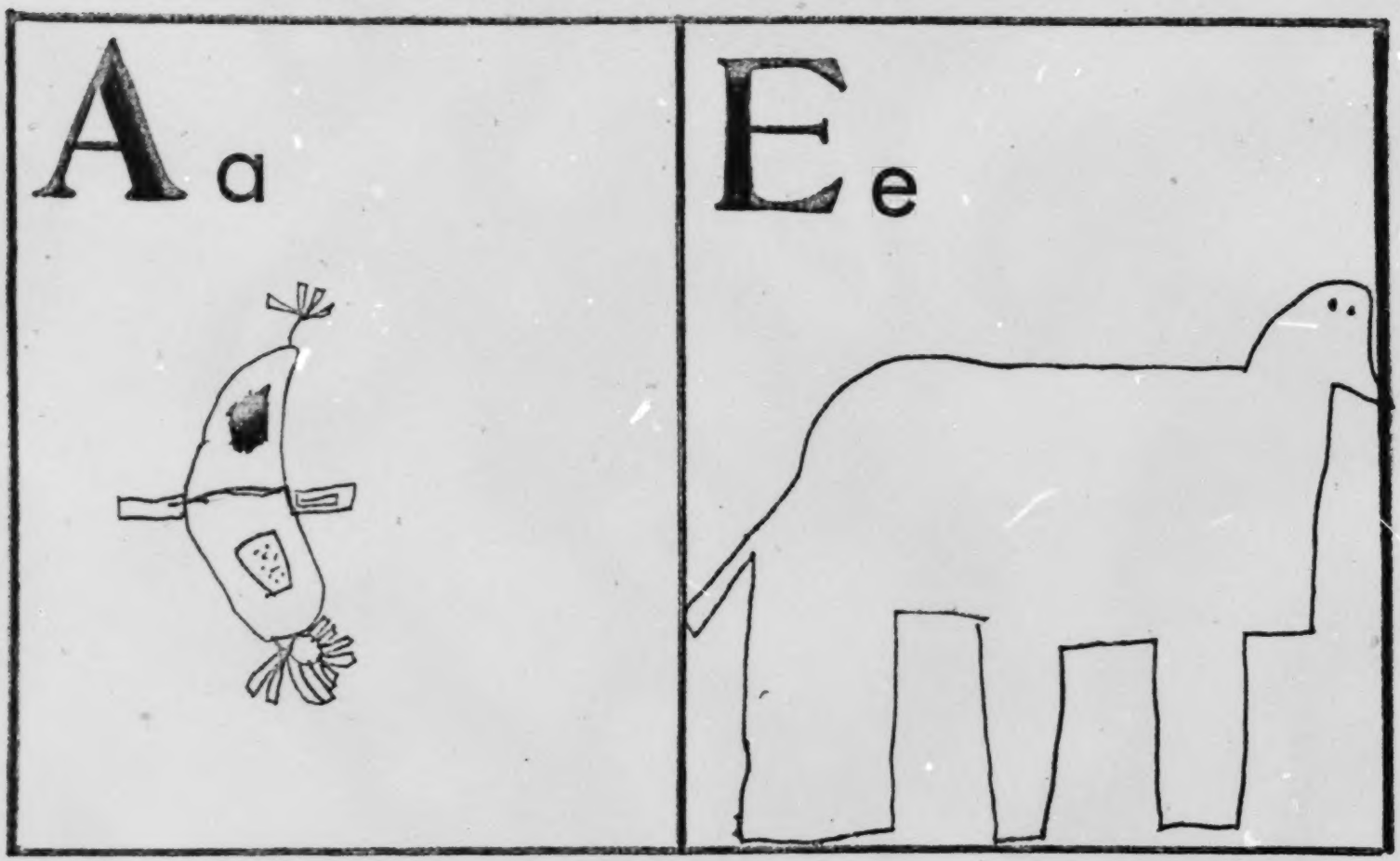
I.E.f. Myself

Make a duplicated paper as shown.
The children can match the vowels to the objects that start with that vowel.



I.E.g. Myself

Give the children blank duplicated papers with only the capital and lower case vowels in the upper corner. Have the children draw any object that begins with that vowel.



F. Is able to identify and distinguish the capital consonants and the lower case consonants and associate the shape, sound and name of these vowels.

a. Make a sheet with capital consonants on one side and lower case consonants on the other. Have the children draw lines connecting the same consonants.

b. Present a series of pictures and a consonant. Have the children circle the objects beginning with that consonant.

c. Each day two to four consonants should be presented on the board for the children to copy. The shape of each part of a letter should be presented carefully for them to duplicate.

G. Is able to combine one consonant with one vowel to make syllables and words.

a. Present one consonant and the five vowels to make the different syllable combinations.

b. Put syllables on cards making at least two cards for each syllable. Have the children combine two cards which make up meaningful words.

c. Put the vowels on separate cards so that they can be combined with the syllable cards to make words.

d. Have the children use the vowel and syllable cards to make meaningful sentences:

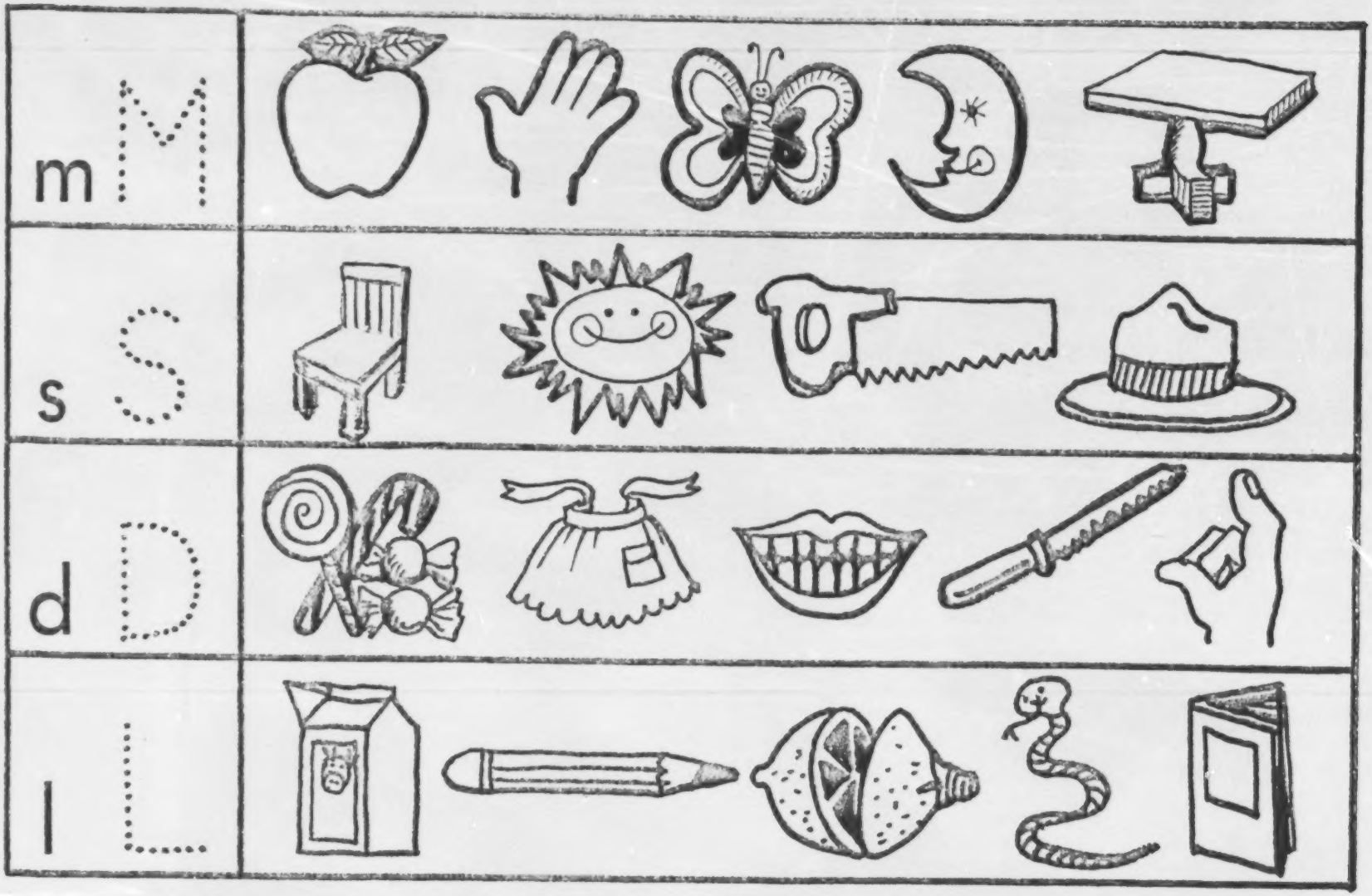
amo a mi mamá	mimi me mima
mi mamá me amq	mi mamá
mimo a mamá	mi mamá mima a memé

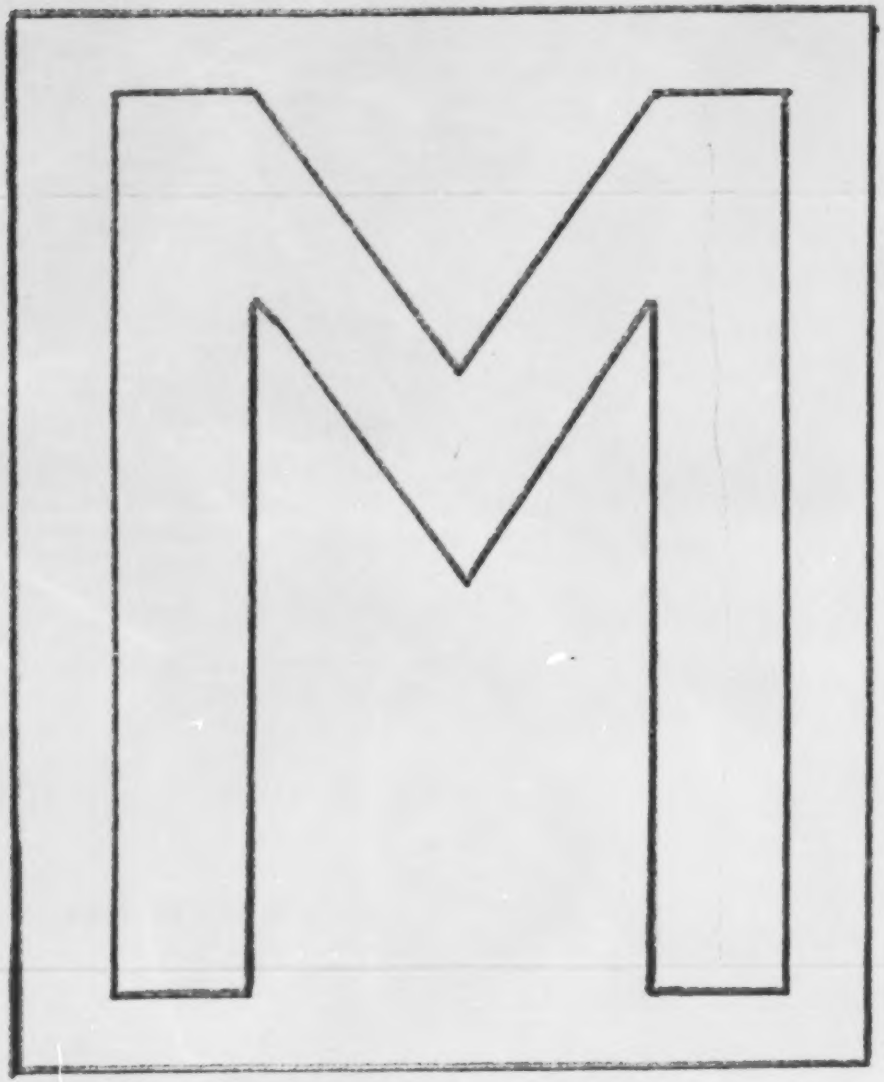
e. Follow the same process of combining consonants with vowels, syllables with syllables, and vowels with syllables to make other words and sentences. The previously used consonants can now be mixed with the new one. For example:

sa se si so su
seso soso
aso oso
ese oso se pasea

I.F.b. Myself

Make duplicated sheets as shown.
The children can circle the objects beginning with the consonant shown.

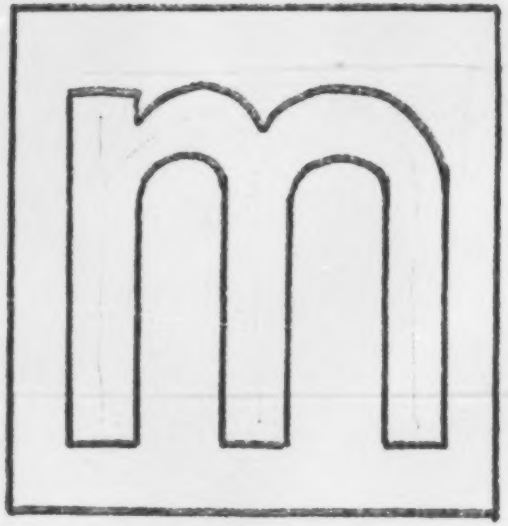




I.F.c. Myself

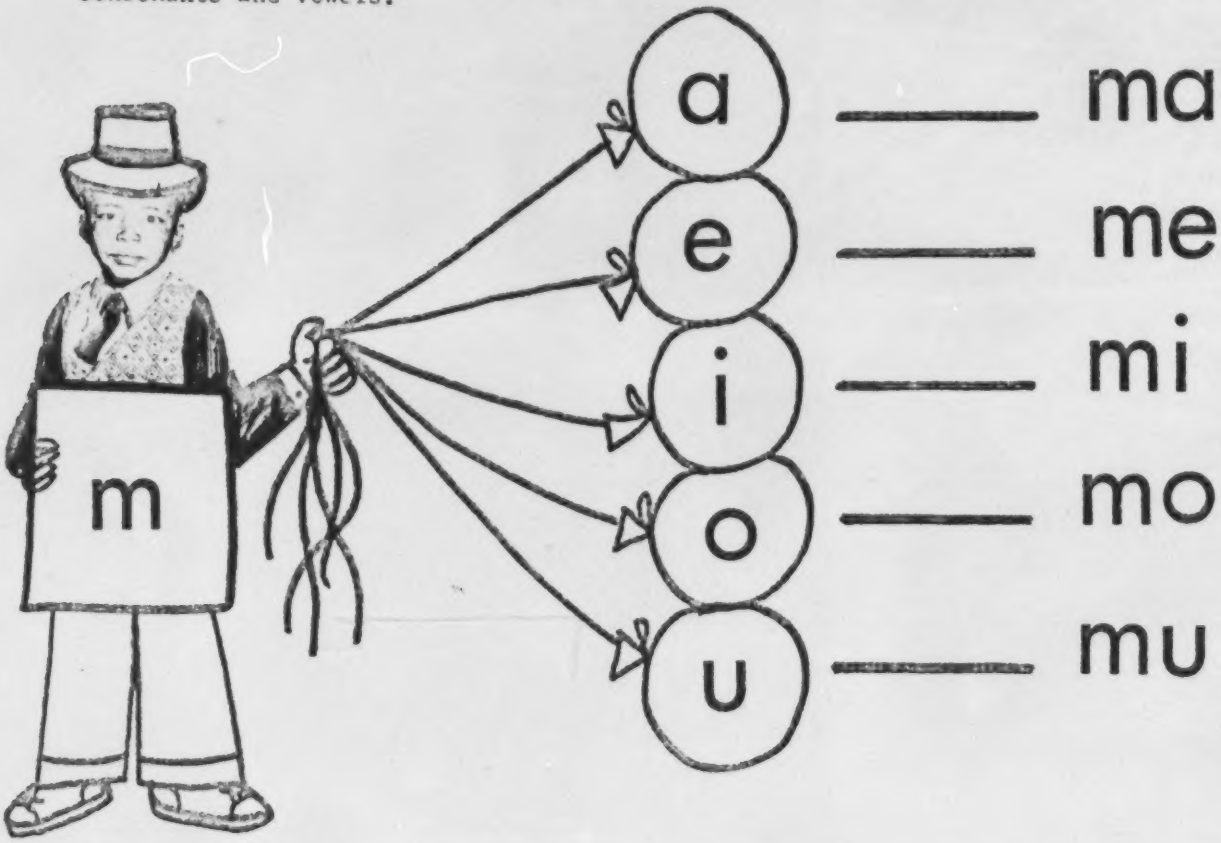
Make duplicated papers with large size consonants (one for the capital and one for the lower case).

The children can trace in-between with a crayon. They should not color in the whole letter but rather trace one line the shape of the letter.



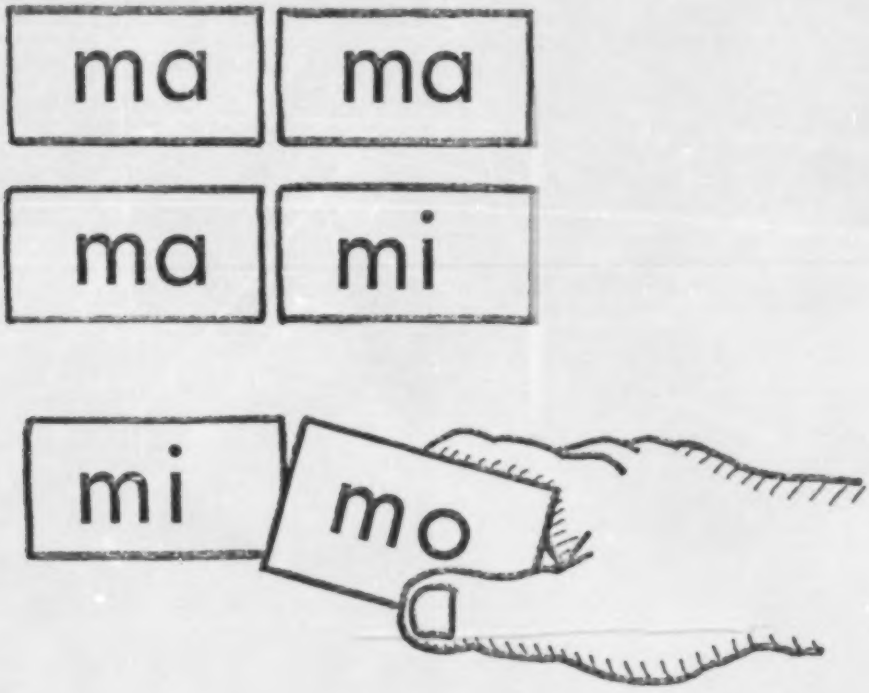
I.G.a. Myself

Introduce this activity on the chalkboard as a bulletin board and make duplicated papers for the children, leaving a blank for them to fill in the combination of consonants and vowels.



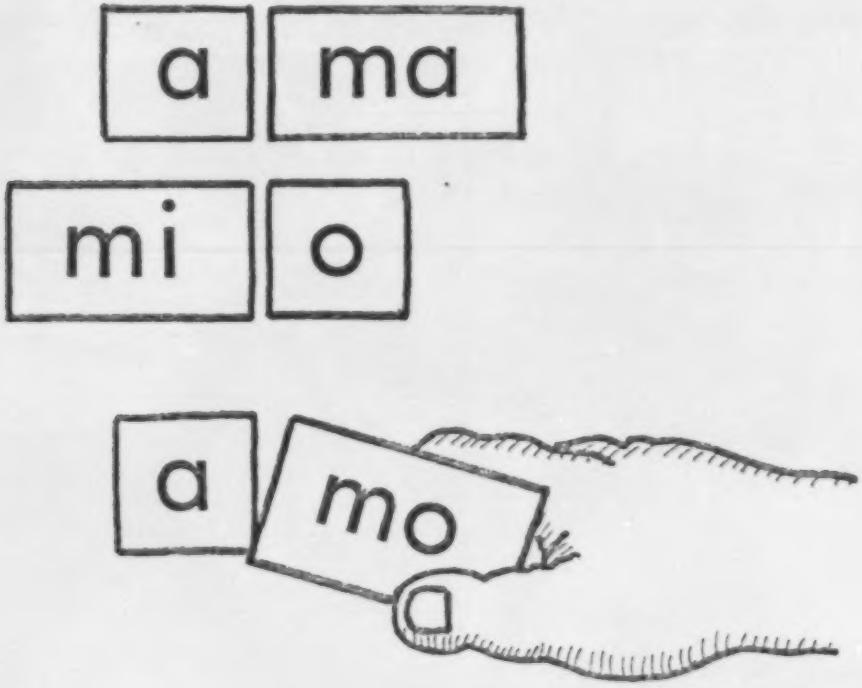
I.C.b. Myself

Make oak tag cards and write different syllables on each one. The children will form words with the combination of syllables.



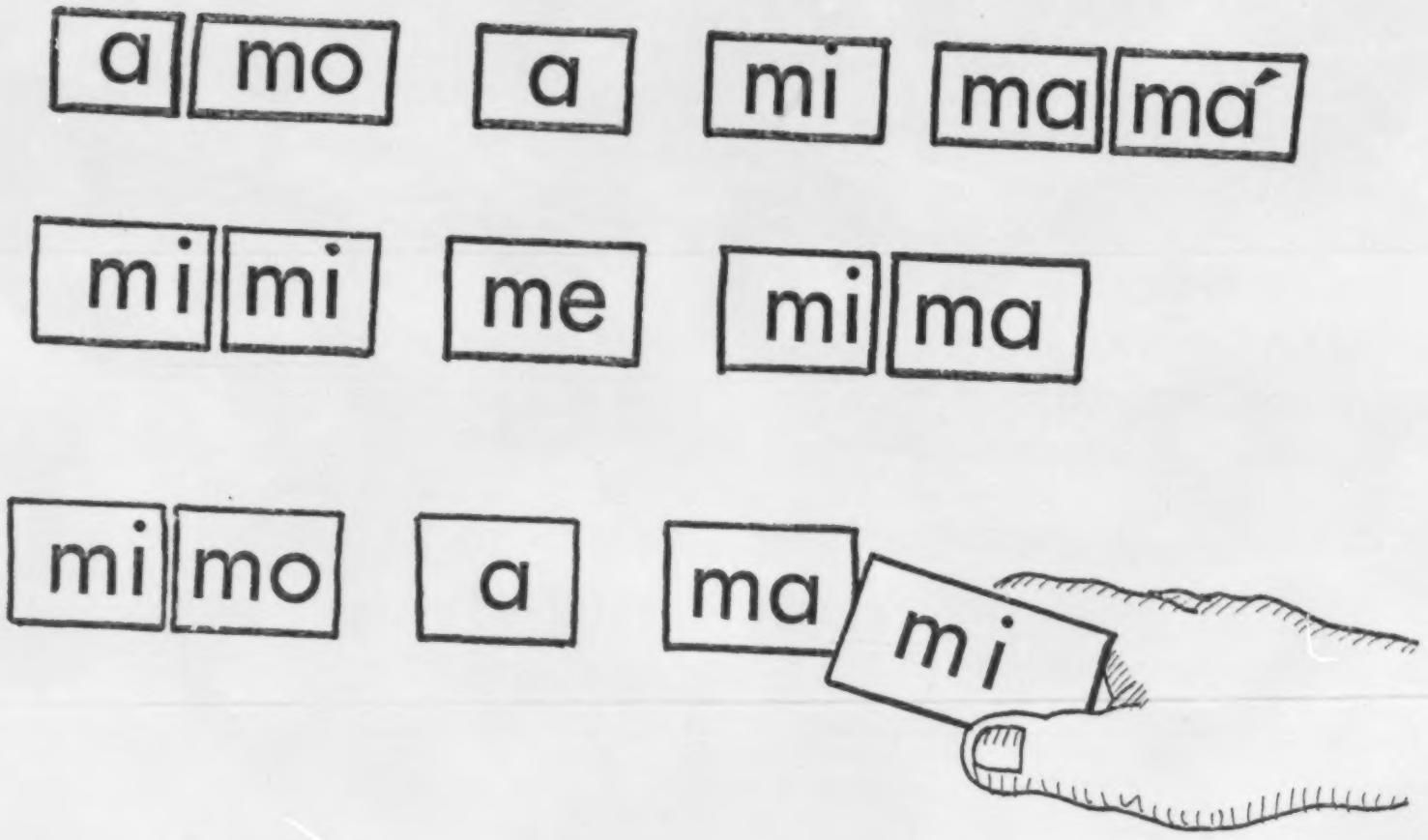
I.G.c. Myself

Make oak tag cards for vowels and for syllables.
The children will form words with the combination of vowels and syllables.



I.G.d. Myself

Using all the cards with vowels and syllables the children can make sentences.



H. Is able to understand the use of capital letters at the beginning of proper names and at the beginning of sentences.

a. The teacher will put all the names of the children on flash cards. These cards can be presented with an explanation about how all the names start with capital letters.

b. Write the names of different places on the board and explain how these all begin with capital letters.

c. Have the children copy names of well-known persons and places from the chalkboard.

d. Show pictures of different things such as a pencil, a map of Puerto Rico, a picture of Lincoln, and a desk. Have the children choose the words that should begin with capital letters. Explain that these are proper names.

e. First present examples of correctly capitalized sentences to the children, explaining how the first letter of a complete sentence is capitalized. Then give the children sentences that have not been capitalized so they can copy sentences changing the first letter to a capital.

I. Is able to talk about himself in a logical sequence.

a. Ask the child to talk about his activities during a given day in the correct sequence.

b. The children can draw a sequence of pictures of their activities during the day in their proper order. For example, sleeping, waking, dressing, eating, and walking.

c. Give the children a set of pictures showing different activities and things. They can put these in the proper order of their occurrence.

d. Have the children place three given words in proper order. For example:

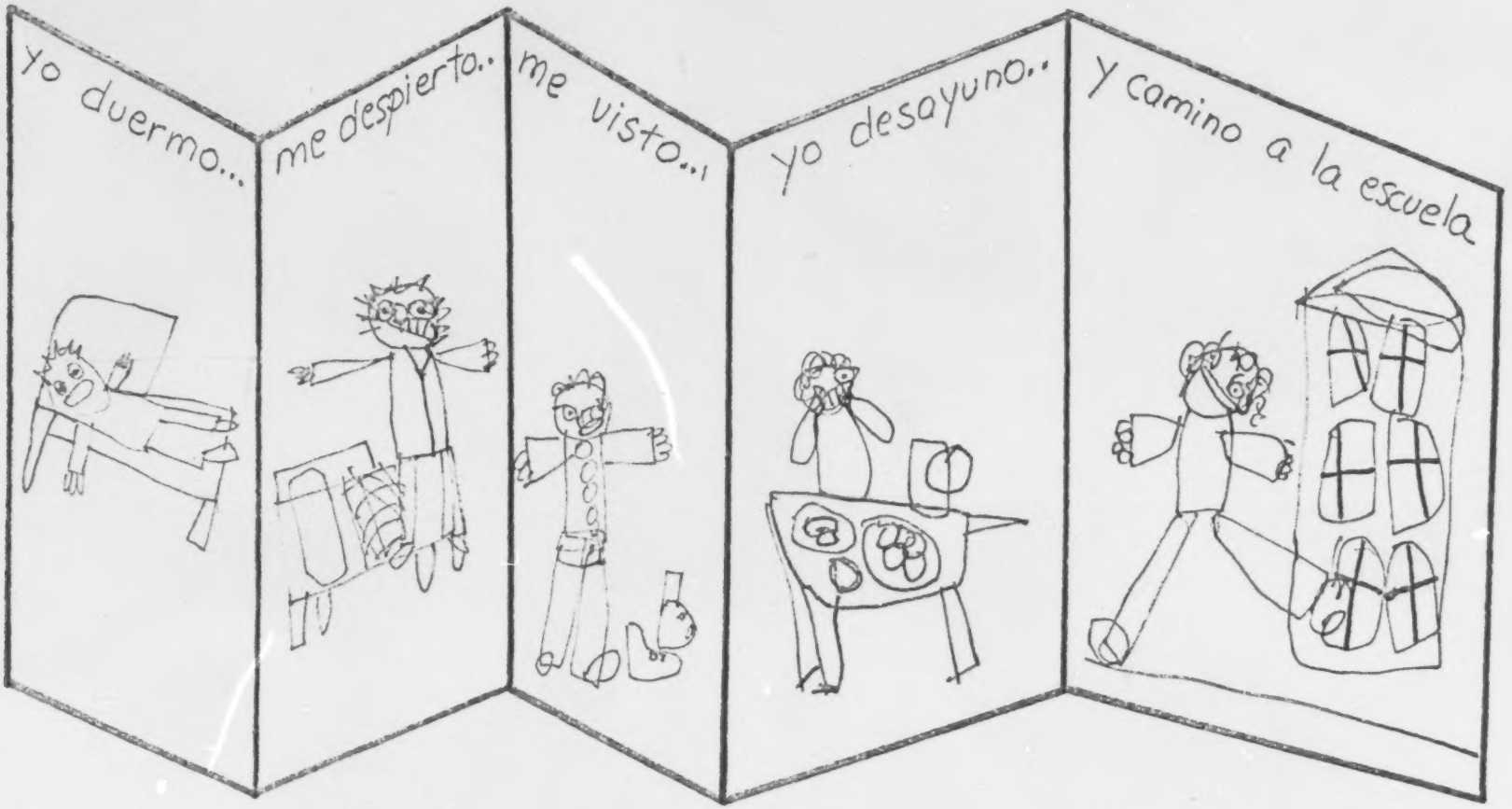
bebé -- niño -- abuelo
árbol -- madera -- silla

e. The children can place three sentences in proper order. For example:

El nene duerme.
El nene se levanta.
El nene come.

I.I.b. Myself

Fold a large piece of drawing paper into several sections.
The children can draw in each section an activity they did during the day.
They should be encouraged to make these pictures in a proper time sequence going from left to right.



II. My School

A. Is able to perceive main details in pictures or drawing related to schools.

a. The children can be asked to describe the walls, roof, floors, doors, windows, and furniture of the classroom. They should use the appropriate names for the objects.

b. Ask the children to compare shapes and sizes of things in the classroom using the concepts of big-small, tall-short, wide-narrow, long-short.

c. The children can make representations of the classroom in the sandbox. They can make the furniture with boxes.

d. Make a picture with all the objects from the classroom. Have them write the names of the various objects.

e. Have the children role-play the parts of different pieces of furniture in the classroom. They can make up imaginary dialogue of conversations between the pieces. For example:

silla: Yo puedo ser mas útil que tú, todos los niños se sientan en mí para comer y hacer sus tareas.

mesa: Donde harían los niños sus tareas y donde comerían si no existiera yo?...

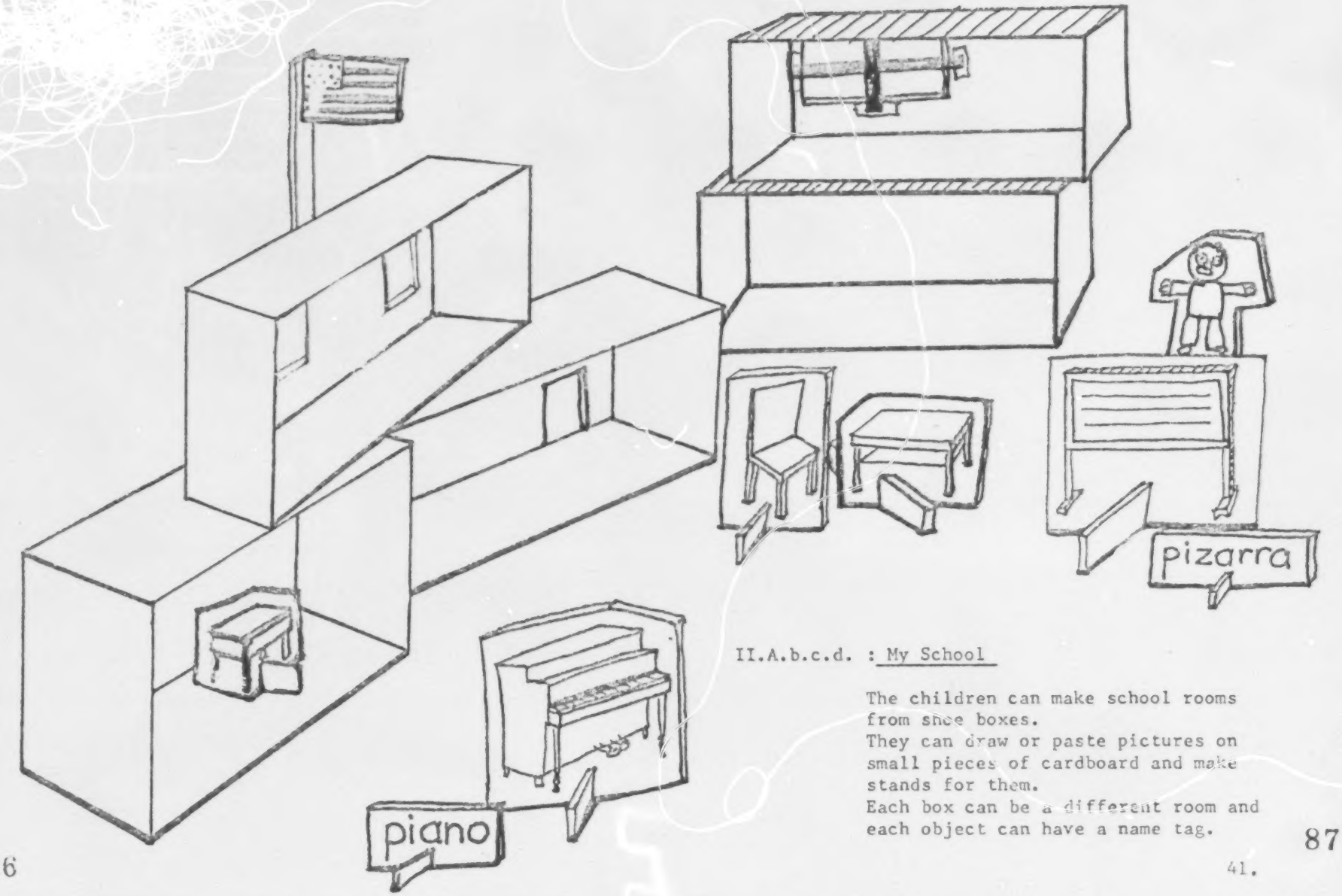
f. Have the children arrange the classroom furniture for different activities so they will understand the functions of the furniture.

g. The teacher can narrate a story in which the characters have the names of the children in the class. The characters in this story will interchange materials in a courteous manner. After the story the children can act at exchanging toys with the same courtesies.

h. The children can be given several instructions at the same time. For example:

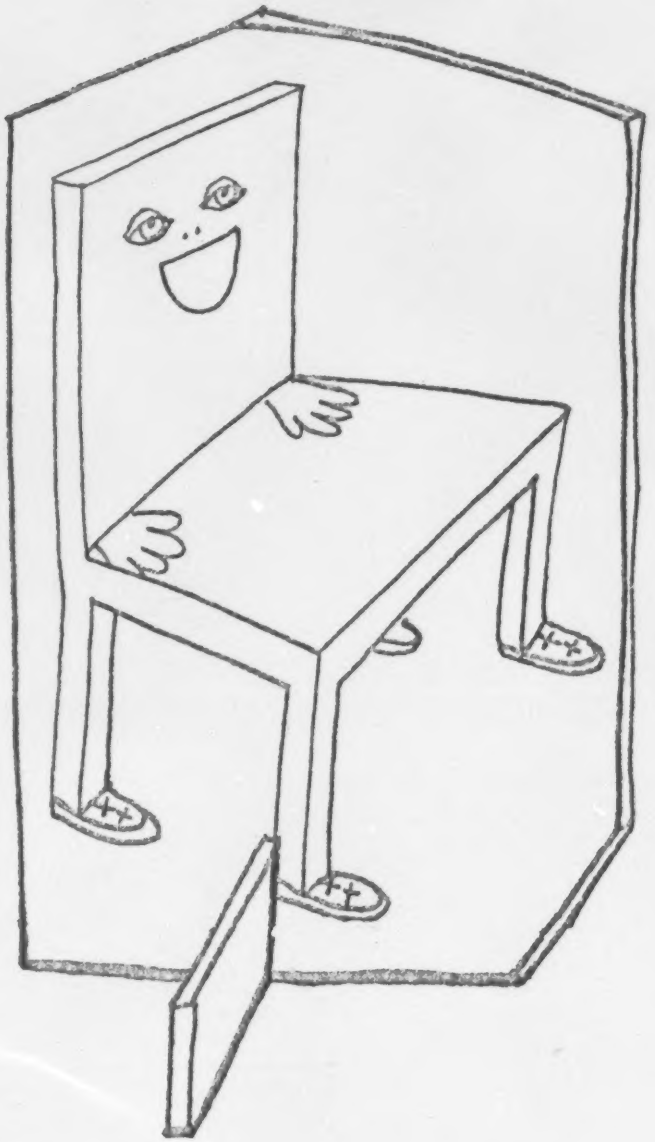
Borrar la pizarra.
Abrir la puerta.
Cerrar la ventana.
Echar agua a las plantas.
Recoger el papel...

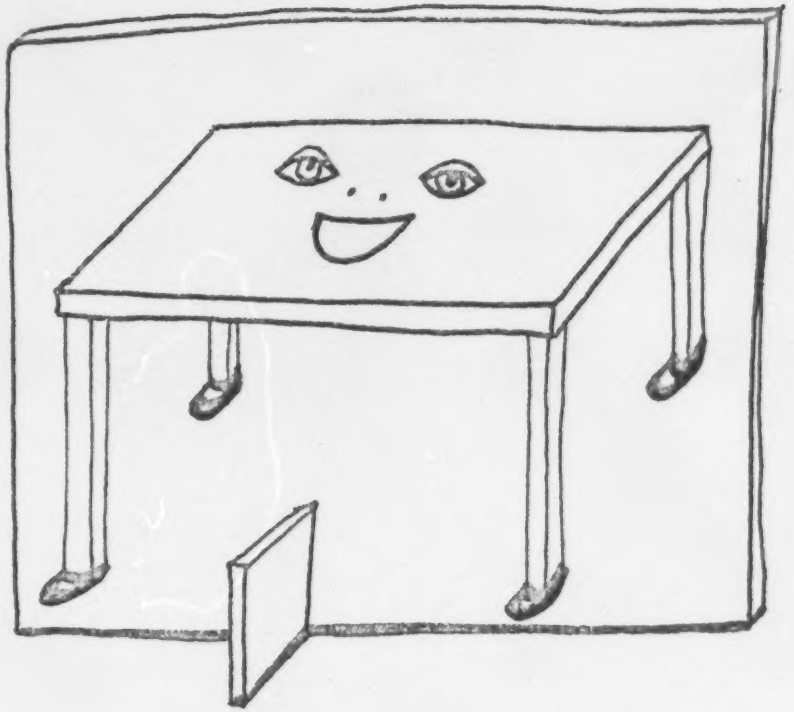
i. Ask the children questions about past, present and future events in the classroom. What did we do yesterday? What are we doing today? What are we doing now? What can we do tomorrow?



II.A.b.c.d. : My School

The children can make school rooms from shoe boxes.
They can draw or paste pictures on small pieces of cardboard and make stands for them.
Each box can be a different room and each object can have a name tag.





II.A.e. : My School

Role play : Make the clasroom's furniture by drawing or pasting a magazine picture on heavy cardboard.
Cut a slit at the bottom and slide in another piece of cardboard to make a stand.

II.A.i. : My school

Give the children duplicated papers as shown below. The children can draw on each the events that occurred yesterday, those that occur today, and the events that will occur tomorrow.

B. Is able to establish similarities and differences in Puerto Rican schools and Connecticut schools.

a. The teacher can present different pictures of schools in Puerto Rico and Connecticut. Ask the children to find similarities and differences such as building construction, playgrounds, "merienda," clothes, games, outdoor activities. The teacher can explain why these differences occur. This could include cultural traditions and climate conditions.

b. Have the children play typical Spanish games, such as "Arroz con leche," and "Matarile rile rile."

c. Have the children play typical American games such as "Blue Bird," and "London Bridge."

C. Is able to establish similarities and differences in form, size, color, positions, and directions.

a. Left and right. Have the children follow directions in the placing of objects either on the left or right. For example:

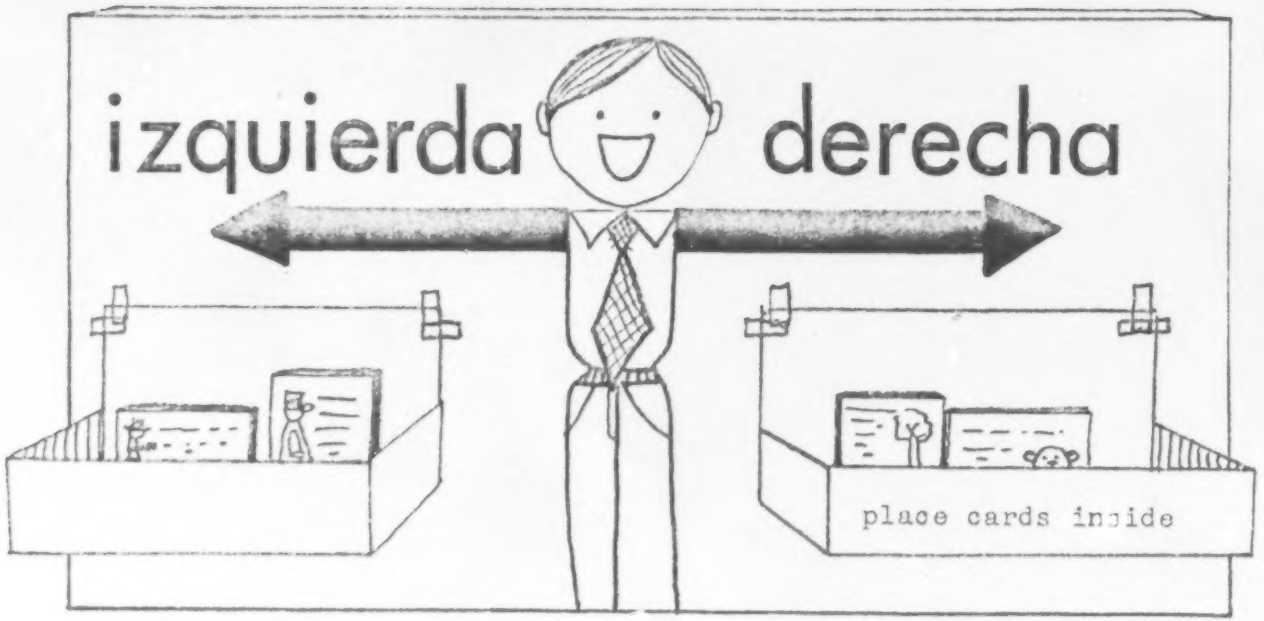
i. Place the chalk on the right side of the chalkboard.
ii. Sit on the chair that is on Mary's left side.
iii. Place your right hand over your heart.

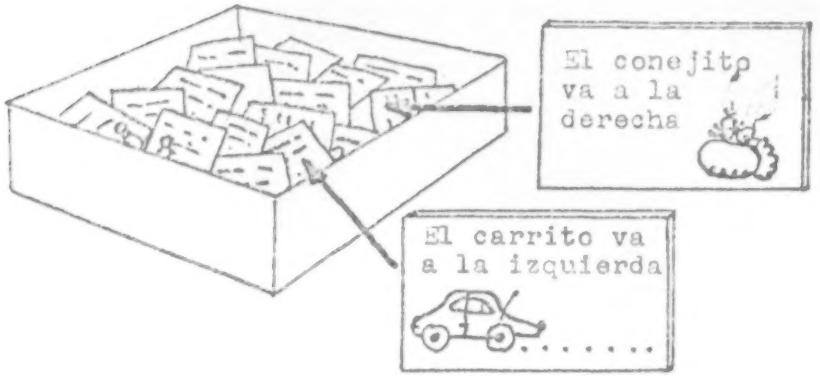
b. Top and bottom. Have the children follow directions in locating the top and bottom of objects.

c. Top and bottom. Have the children cut pictures out of magazines and paste them on squares of construction paper. Have them mark the top or bottom of each of these pictures with a circle. Then they can sort the squares into those that are marked at the top and those that are marked on the bottom.

d. Front and back. The teacher can place a chair in the middle of the room and ask the children to stand either in front of the chair or in back of the chair.

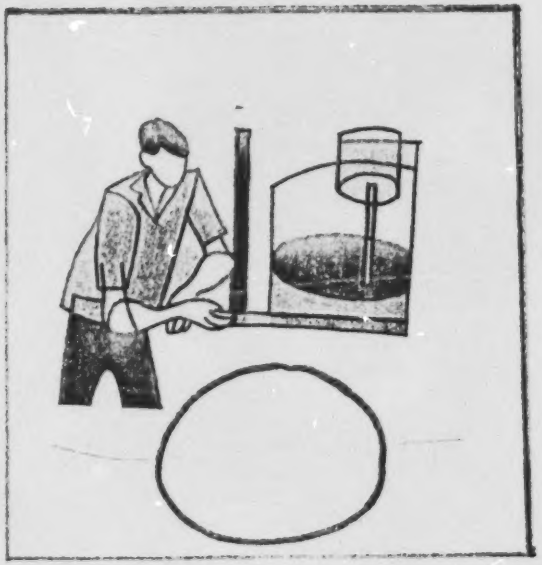
e. Upside down and right side up. The teacher can make three different columns with cups -- one with all the cups right side up, one upside down, and the third alternating. Ask the children the differences. The children can also re-stack the cups following the teacher's instructions.

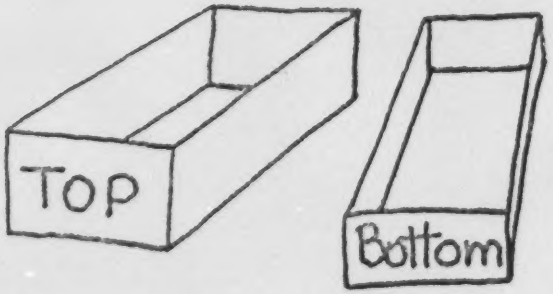




II.C.a. : <u>My school</u>

Left - Right : Make a chart as illustrated with two shallow boxes attached to either side.
Make small cards with short sentences to indicate if they are to be place on either the right side or the left side of the chart.



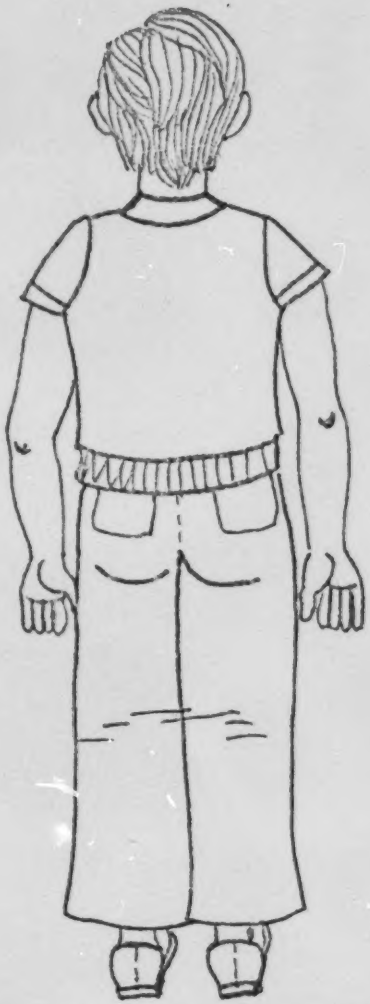


II.C.c. : <u>My school</u>

Top-bottom : Make a series of small cards showing different pictures related to school life.
In each card draw a circle in either the top or the bottom.
The children will sort the cards in two boxes marked "TOP" and "BOTTOM".

adelante

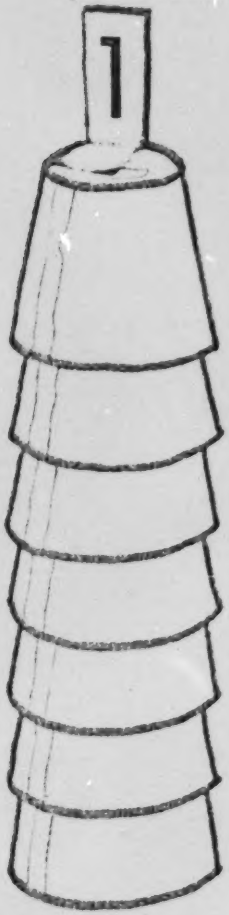
atrás



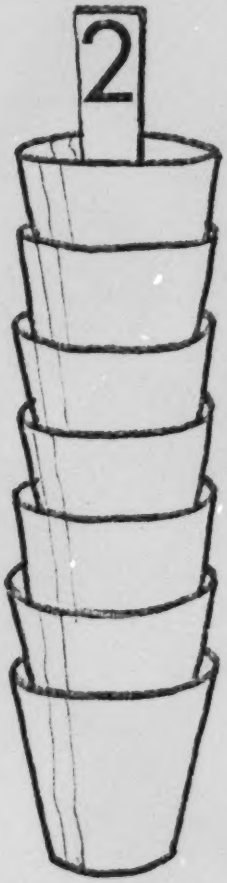
II.C.d. My School

Front--Back: Make posters showing the front and back of people, objects and animals. The children can draw the front and back of their friends and family.

Upside down



Right side up



Alternating patterns

II.C.e. My School

Upside down - right side up

The children and teacher will play these games by stacking styrofoam cups as shown.

f. Inside out and right side out. The children can put on "old play clothes" following the teacher's instructions to put these on either inside out or right side out.

g. Color. Have the children copy the names of the colors on small cards. The children can then take these cards and place them on objects in the classroom that are the right color.

h. Color. Have the children write the names of the colors on a sheet of paper. They can find pictures of each color from old magazines and paste these on the sheet of paper. Next they can connect the picture with the right "color" word.

i. Color. The children can make a pictionary. The children will copy instruction sentences on the top of each page and then follow the instructions to make a picture on the page. For example, "Dibuja una silla amarilla. Dibuja un escritorio azul."

j. Shape. Have the children locate objects in the classroom that are of a particular shape: circle, triangle, square, rectangle, and diamond.

D. Is able to recognize similarities and differences in sounds at the beginning or ending of words.

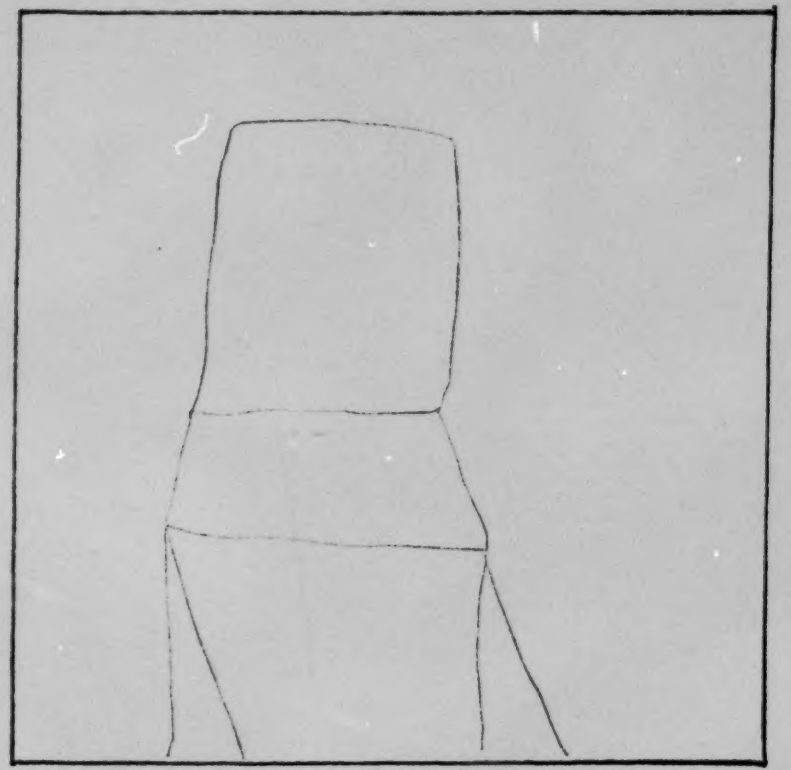
a. Make a chart with four words that start with a given sound and matching pictures that correspond to the words. After the children learn to say the words, the teacher will point out that the words start with the same sound and that they start with the same letter. Then the children can be given dittos with pictures of objects that start with the same sound. For each word the children can be asked to write the beginning letter.

b. Make small cards all with the same given letter on them, for example, "M." Have the children tape these cards to all the objects in the classroom that start with that letter, including the children. For this activity use only one letter at a time to avoid confusion in the introduction of letters.

c. Make a ditto with pictures of objects in rows - three objects to each row. Two of these objects will start with one sound and the third a different sound. Have the children choose the two objects that begin with the same sound and put a circle around them. They can place an "X" across the object that starts with a different sound.

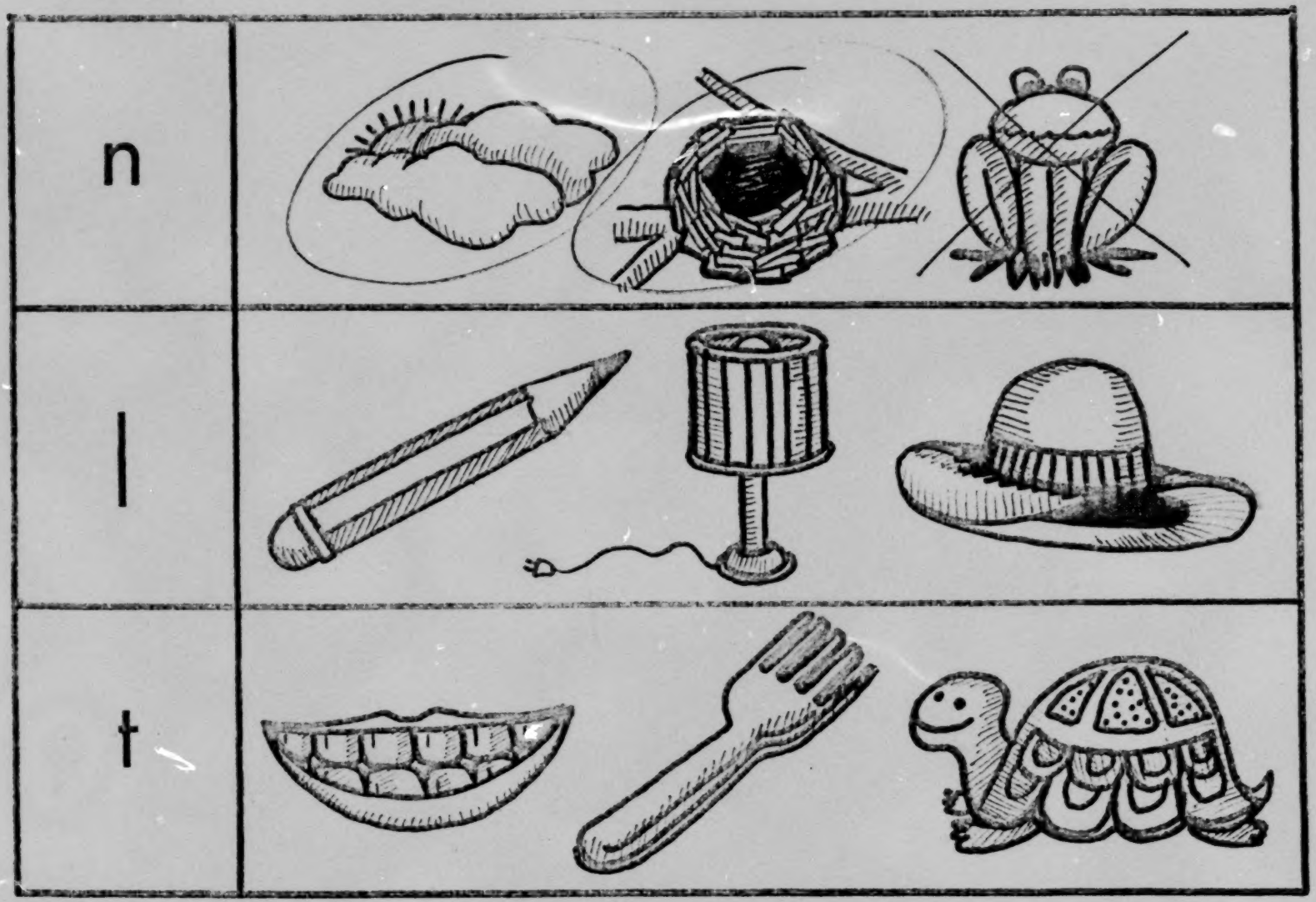
NOMBRE: Tito Blanco

Dibuja una silla amarilla...



I.C.i. My School COLOR

The children will make their own color-word pictionaries. For the pages the teacher can make duplicated papers with only the directions on top.



II.D.c. My School BEGINNING SOUNDS

The children will circle the pictures that begin with the sound indicated on the left side.

d. Make a peg board with parallel rows of hooks. Have a box of object cards and another box of cards with one letter on them. They should be made so they can hang on the peg board. Have the children pick one object card and hang it on the board. Then they can find a letter card which has the beginning letter of that object and hang this letter card under the object card. This can be done first one letter at a time and then later with a mixture of letters.

e. Give the children a small box with a given letter on it and another box with many different objects in it. Have the children pick out objects that start with that letter and put them in the letter box. After this has been done one letter at a time, the children can be given more than one letter box.

f. Show the children object cards and have them write the beginning letter of the objects on the chalkboard.

E. Is able to identify words that rhyme.

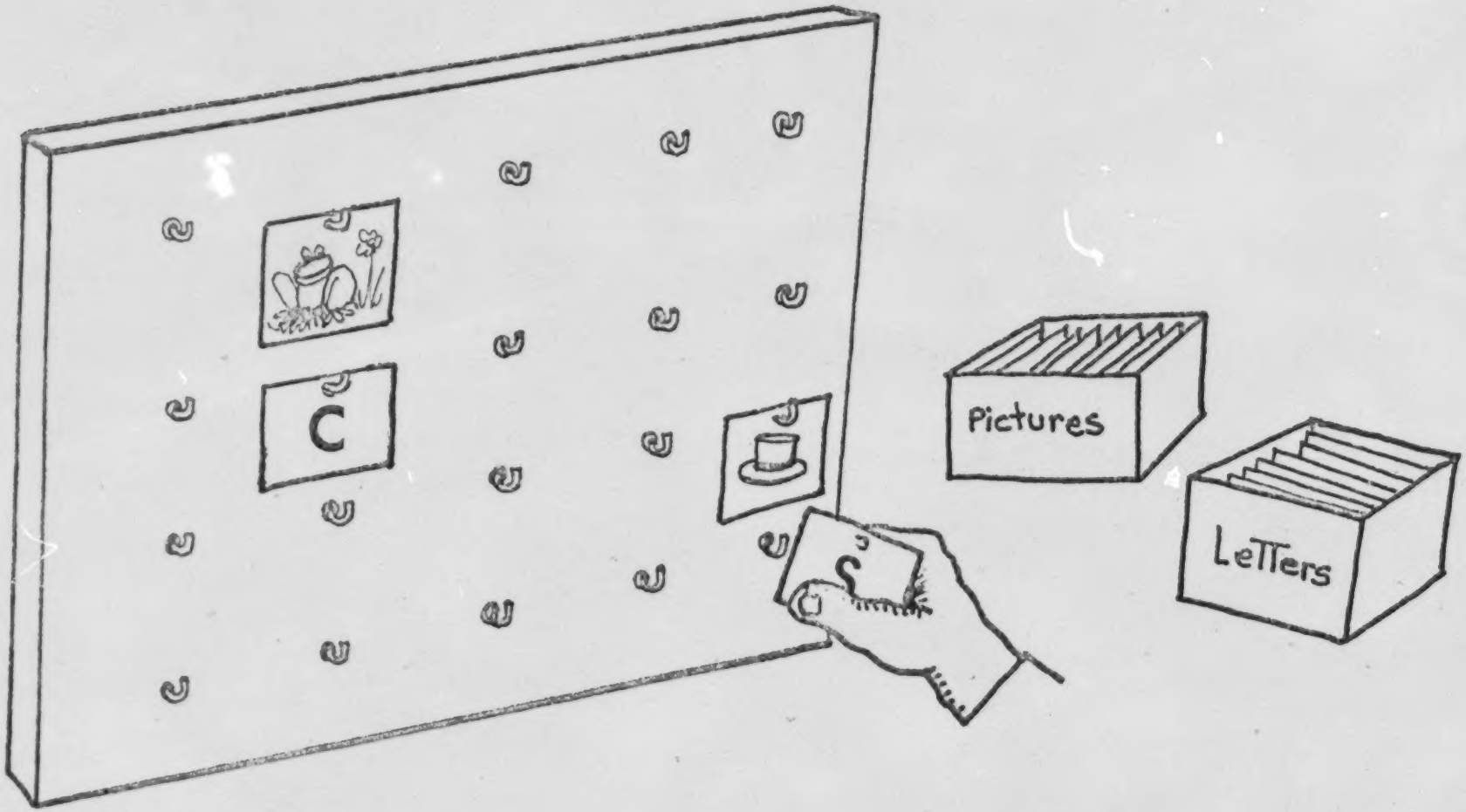
a. The teacher can write a series of four words on the chalkboard, three of which rhyme. The teacher can pronounce each word carefully and then ask the children to circle the three words that rhyme. For example: borre, salta, corre, torre.

b. The children can write a given word on a sheet of paper. Then they can look for pictures of objects in old magazines. The objects should have names which rhyme with the given word. The children can paste these pictures on the paper with the word.

c. The teacher can make a list of words such that there are pairs of words in the list which rhyme. The children can choose the rhyming pairs from the list and write them together. For example: tía, mía, pía, coquí, chiquí, maní, aquí, sala, pala, ala.

d. The teacher can make two columns of words such that each word in one column rhymes with one word in the other column. The children can make lines from each word in the rhyming column to its rhyming word in the second column.

e. The teacher can read the following rhyme to the class. Then the children can copy different verses of the rhyme at the top of a sheet of paper and then draw a picture on the paper to illustrate that verse. A bulletin board could then be made using the illustrations. (See next page for poem.)

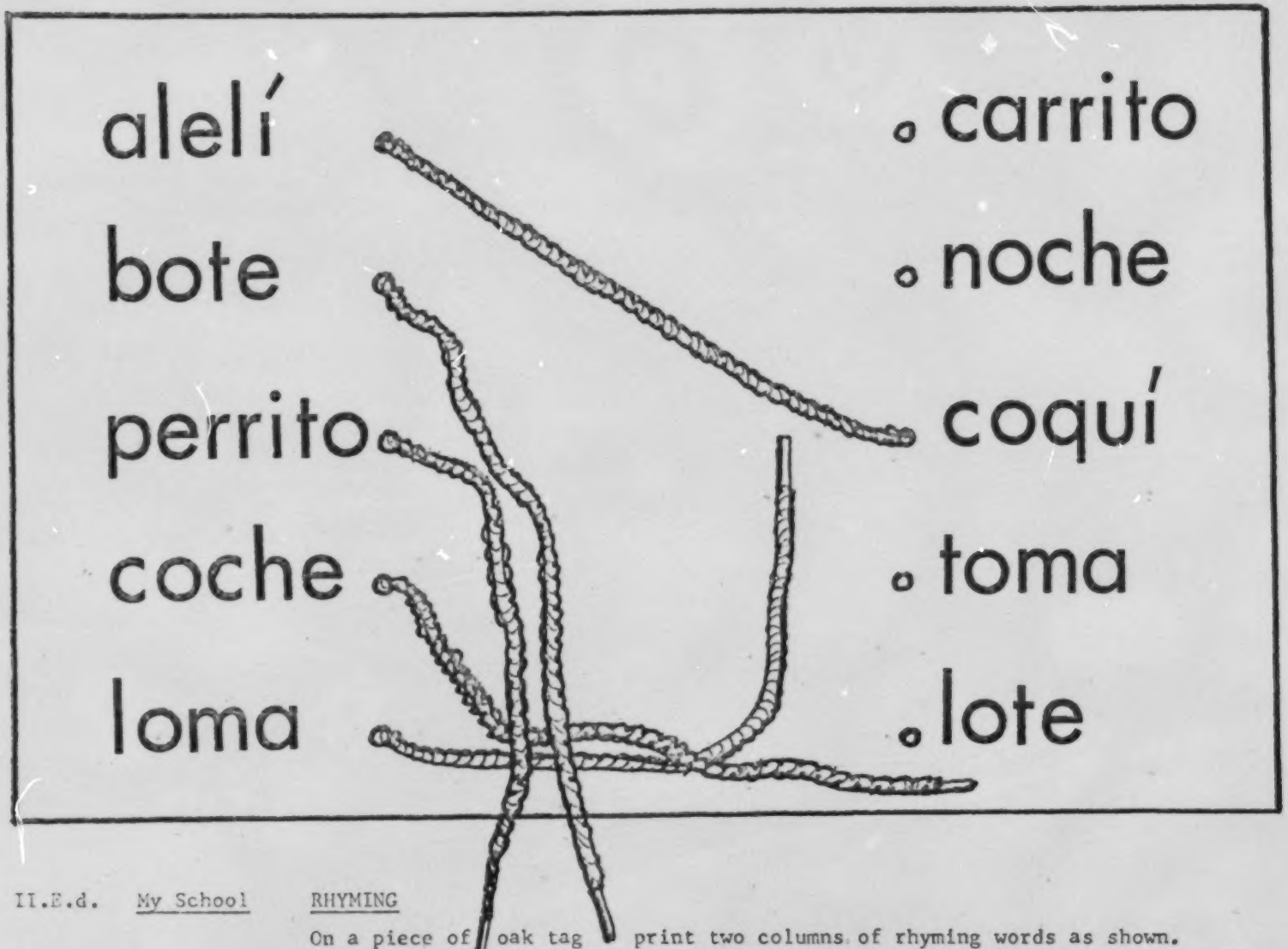


II.D.d. My School

BEGINNING SOUNDS

Make a pegboard with rows of cupboard hooks. Make small cards with pictures. Keep these in one box. Make another box of small cards for the letter of beginning sounds. The children can match the pictures with the letters having the correct sound.

53.



II.E.d. My School RHYMING

On a piece of oak tag print two columns of rhyming words as shown. Punch holes next to each word. Attach shoe strings to the words on one side so the children can match the words as shown.

"A la escuela"

Me trajo la abuela
corriendo a la escuela,

llegamos temprano
las dos de la mano,

las nenas reían
los nenes corrían,

y vino mi amigo
para estar conmigo,

Qué linda mañana
sonó la campana,

basta de gozar
que hay que trabajar.

F. Is able to follow precise oral instructions.

a. Have the children listen to three orders given simultaneously. Then have the children follow these orders as accurately as they can and in the sequence given. For example:

1. Pick up the yellow reading book.
2. Take it to the bookcase in the back of the room.
3. Place the book on the bottom shelf.

G. Is able to organize thoughts in units or categories.

a. The teacher can write titles for two different conversational subject categories on two baskets. The teacher can make strips of paper which have sentences on them telling about events related to those categories. The teacher can read each of these sentences and discuss their meaning with the children. The children can then place each strip in the basket where it belongs. For example:

BASKET ONE	BASKET TWO
Gym Class	Reading Class
Juan hit the ball.	Maria opened her book.
The class ran across the field.	Nilda read the sentence.

b. The children can be asked to tell about what they did yesterday and to organize the events in categories according to the parts of the day -- morning, noon, afternoon, evening.

H. Is able to understand the calendar.

a. Each day the calendar should be reviewed so that the children get oriented to the day of the week, the date of the month, the month of the year, and the season. Discussions could be oriented toward:

i. The relation of the present day to yesterday, the day before yesterday, tomorrow, and the day after tomorrow so the children understand what these terms mean.
ii. Where different days fit into the week -- the first day of school, the last day of school, the middle of the week, weekends, religious days.
iii. How different months fit into the year -- last month, next month, first month of the year, last month of the year, winter months, summer months, spring months, fall months, school months, vacation months.
iv. The characteristics of the seasons -- snow, rain, sunshine, wind, temperature.

b. Have the children collect pictures from old magazines to represent the different days of the week, months of the year, and seasons.

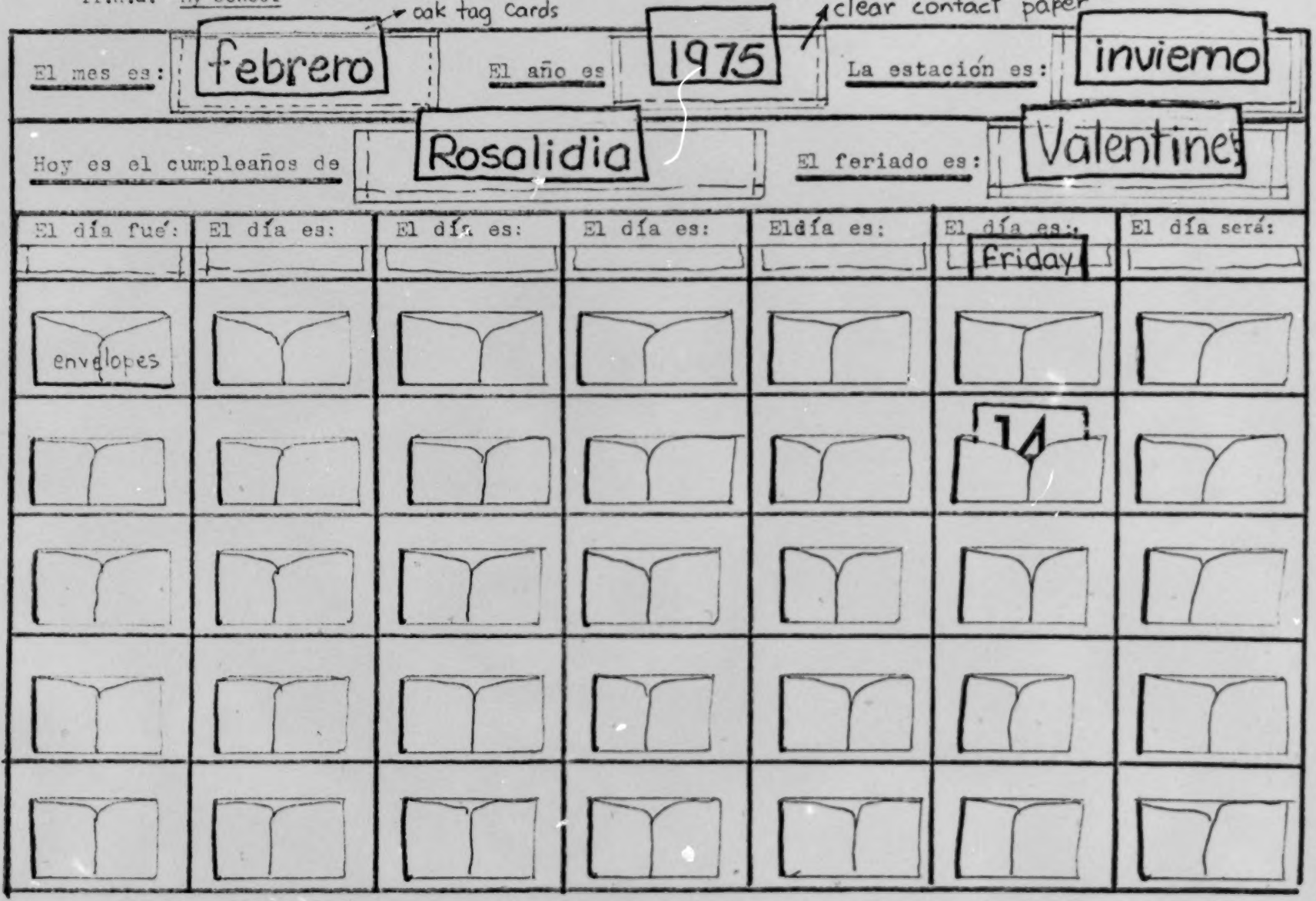
c. Have the children do drawings and paintings for the days of the week, months of the year, and seasons.

d. The teacher can make a blank calendar board on which the name of the month, the days of the week, and the dates could be attached. This could be placed in the middle of a bulletin board and at the beginning of each month the children could rearrange the calendar so that it is right for that month. The magazine pictures, drawings, and paintings for that month could be used to decorate the bulletin board.

I. Is able to recognize and use abbreviations.

a. First write paragraphs about the school on the chalkboard which include abbreviated words such as titles and days of the week. Point out to the children which words are abbreviations and what they mean. Then give duplicated copies of paragraphs to the children and have them circle the abbreviated words.

II.H.a. My School



Make this calendar using envelopes and small cards printed with the days of the month, days of the week, year, seasons, etc.

b. Give a list of names of people in the school to the children and have them write in the correct abbreviated title for each name. For example:

Sr. Juan López
Sra. María Rodríguez
Sa. Lupe Sánchez
_____ John Smith

c. Give the children sheets with two columns of words. The first column will have the days of the week and months of the year. The second column will have the abbreviations for these days and months in random order. The children can draw lines to match the correct abbreviation to each word.

J. Is able to recognize and form plurals.

a. The teacher can present classroom objects to the children and write the names for the objects on the chalkboard. The singular or plural of these names should be presented correctly, depending on whether one or more than one of the same object is presented. The teacher should then point out the difference in spelling and pronounciation for singulars and plurals.

b. Give the children duplicated sheets. On the left side of the sheet should be pictures of school objects and the names of these objects. On the right side should be pictures of two or more of the same objects. Under each set of objects on the right the children should write the plural name for those objects by adding an "s."

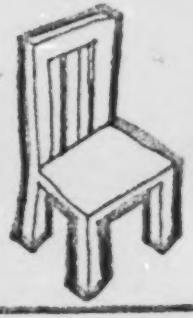
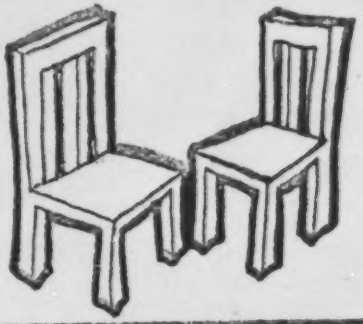
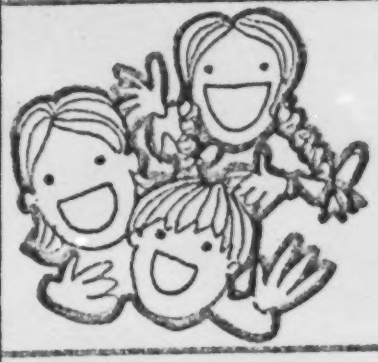
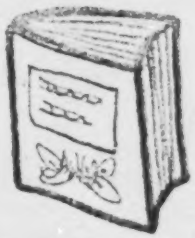
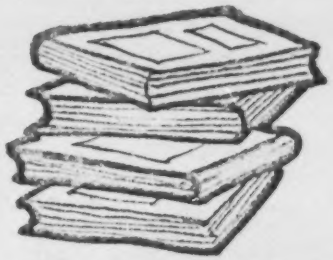
c. Give the children duplicated sheets on which the names of things that are in the school are listed on the left side. Each of these names should be given twice, once in the singular and once in the plural. On the right side make pictures of these things, once in the singular and once in the plural. These names and pictures should be randomly distributed so that the children can match the names to the correct picture by drawing lines. These should be plurals formed by adding "s."

d. Give the children a list of names of school-related objects in the singular form. Have the children write the plurals by adding "s" for each of these words. For example:

libro _____
mesa _____
silla _____
piso _____
techo _____
ventana _____

II.J.b. My School PLURAL - "S"

Give the children duplicated sheets to complete by adding an "s" where necessary.

 silla__	 silla__
niño__	 niño__
 libro__	 libro__

H.J.c. My School SINGULAR-PLURAL Give the children duplicated sheets as shown to match the words to the correct picture.

nene

manos

estrella

mano

nenes

estrellas

123

124

e. Explain to the children that some plurals can be formed by adding "es." Show different school-related objects which have plurals ending in "es."

f. Give the children duplicated sheets. On the left side of the sheet should be pictures of school objects and the names of these objects. On the right side should be pictures of two or more of the same objects. Under each set of objects on the right the children should write the plural name for these objects by adding an "es."

g. Create duplicated sheets where the children can match words in their singular form and plural form to pictures of school objects which are in the singular or plural. These should be plurals that end in "es."

h. Give the children a list of words. Have them form the plurals for these words by adding "es." For example:

pizarrón _____
Director _____
reloj _____
borrador _____
papel _____
salón _____

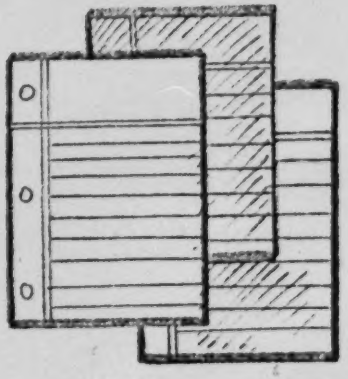
K. Is able to associate words with classroom objects.

a. Each day the teacher can write the name for a classroom object on the chalkboard. The teacher can write the name of the object on a card and have one of the children attach the card to the object. Then the children can write the name of that object on the top of a sheet of paper and make a drawing of the object.

b. Have the children cut out the middle part of a large sheet of paper so that the remaining paper can form a mat to frame an object. This can be placed around classroom objects such as a light switch so that the children focus on that object. Then the name of that object can be written on the mat or frame.

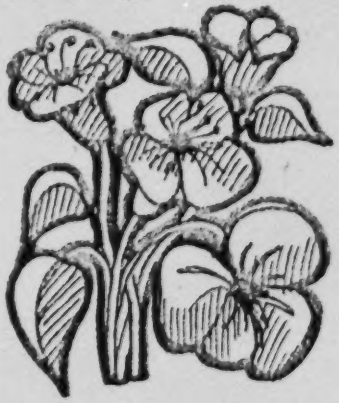
'es'

papel__



papel__

flor__

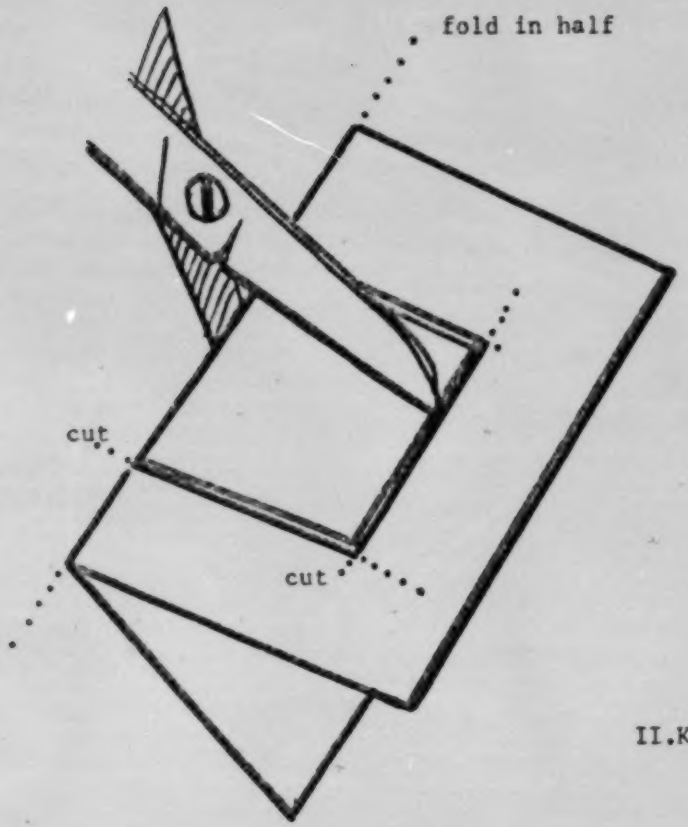


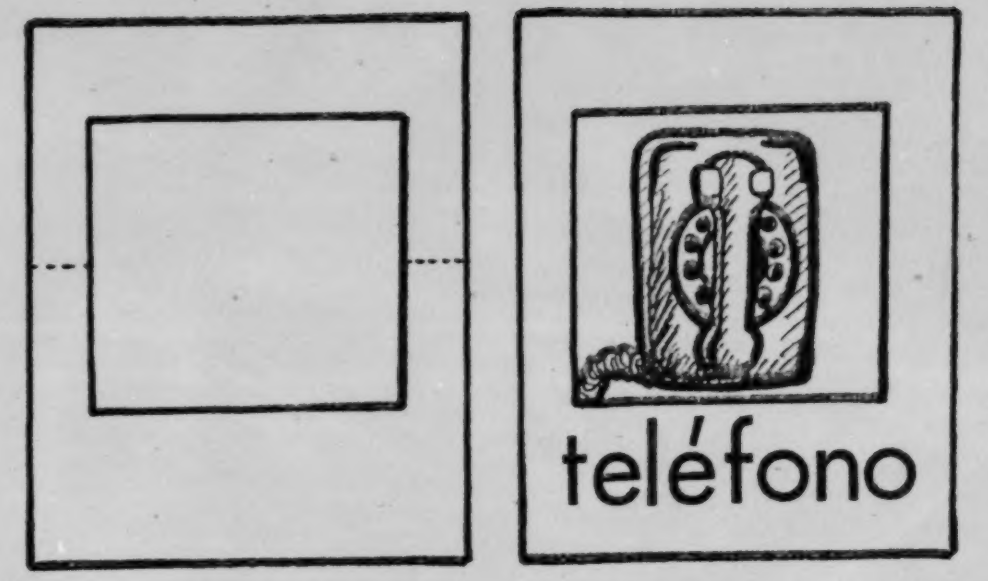
flor__

II.J.f. My School

PLURAL "es"

Give the children duplicated sheets to complete with words requiring the "es" plural ending.





II.K.b. My School

FRAMING AND LABELING OBJECTS IN THE CLASSROOM

Fold construction paper in half. Cut a window in the middle. Place this "frame" on the object you want to label and write its name on the "frame." For example, the children could frame a light switch, pencil sharpener, doorknob, clock, etc.

III. My Family

A. Is able to recognize a whole family and its parts.

a. Show the children how to create a pictorial time-line of the development of a family. The teacher's own family could be used as an example. The time-line could start with either parents or grandparents. Draw pictures to represent the parents and the houses in which they lived. Show how the parents or grandparents got married, lived together, when each child was born, how grandparents and aunts and uncles came to see the baby, why the parents decided to move away from Puerto Rico, how they left the rest of their family behind, and where they came to live in the States. After the teacher shows the children how to created a pictorial time-line the children can ask their parents for information about their families so they can create their own time-lines.

B. Is able to identify the different members of the family by name.

a. Have a discussion with the children in which each child is asked to tell the names of his parents and his brothers and sisters. Then the children can draw pictures of all of their family members, state the relationship they have to the person at the top of each picture ("My Father"), and the formal name of the person at the bottom of the picture ("Juan Ramon Rios").

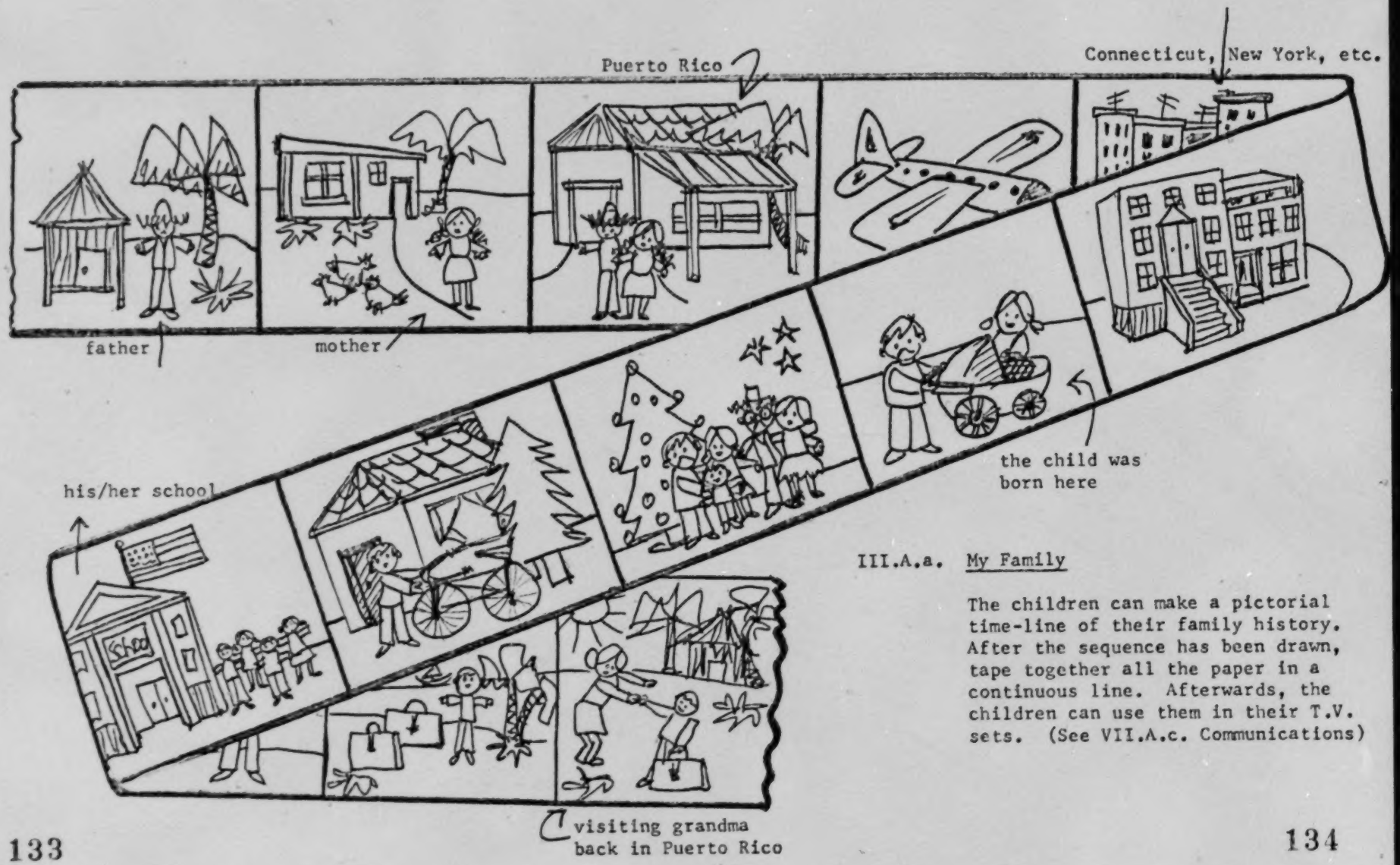
C. Is able to understand relationships among members of a family.

a. Make duplicated sheets that show family relationships. For example, make a picture of a mother and father at the top of the sheet and a child at the bottom. Each of these figures would be holding a blank sign. The children can write in the names for these family members on the blank signs. These could be done for the parent-child relationship, the brother and sister relationship, the aunt-uncle-niece-nephew relationship, and the grandparent-grandchild relationship.

D. Is able to form adjectives which are consistent with the singular or plural form of their nouns.

a. Give the children a series of noun-adjective phrases, some of which are singular and some of which are plural. Have the children identify which ones are singular by placing an "S" by them and which ones are plural by placing a "P" by them. For example:

La abuela cariñosa	S	El papá fuerte	S
Las abuelas cariñosas	P	Los papás fuertes	P



III.A.a. My Family

The children can make a pictorial time-line of their family history. After the sequence has been drawn, tape together all the paper in a continuous line. Afterwards, the children can use them in their T.V. sets. (See VII.A.c. Communications)

III.C.a. My Family

RELATIONSHIPS: Make duplicated papers as shown leaving the signs blank. The children will complete these with the appropriate relationships:

father-mother-son

135

brother-sister-sister

136

III.C.a. My Family RELATIONSHIPS: The children will fill in the signs with the correct relationships:

grandfather-grandmother-grandchild

137

uncle-aunt-nephew

138

b. Give the children a series of noun-adjective phrases in which the singular or plural nature of the noun is indicated but the plural endings of the adjectives are not given. Have the children decide which adjectives need plural endings and have them write the endings. For example:

Los hermanos tranquilo_
El hermano tranquilo_
Los bebes bonito_
El bebé bonito_

E. Is able to associate family words with pictures or drawings.

a. Make puzzles in which the top part of the puzzle is a picture of a particular family member and the bottom has the name of the family member. The puzzles should be so constructed that if it fits together each word is with its correct picture.

b. Present drawings to the children of different family members. Along with these drawings give three family name words, only one of which would be the correct one for labelling the picture. Have the children choose the correct name.

c. Have the children write family member names at the top of sheets of paper and then draw pictures for these different family members.

d. Give the children sets of three family members' names and have them write these names in order according to who would tend to be oldest and who youngest. For example:

abuela	abuelo
mamá	papá
nena	nene

F. Is able to recognize the variation in words with a common root and the differences in meaning.

a. Give the children groups of words with a common root. Ask them to circle the part of each word which constitutes the common root. Hold a discussion on the differences in meaning.

abuela	abuelita
abuelo	abuelito
abuelos	abuelitas
abuelas	abuelitos

abuelo

141

nena

142

III.E.a. My Family

Make puzzle cards by drawing particular family members on top and the name on the bottom.

Cut each a little different from the next so they are self-connecting.

Give the child a box with all the cards mixed up in it.

III.E.b. My Family

Make duplicated papers using three family names. Ask the children to circle the word which matches the picture.

abuela papá mamá

abuelo nena papá

b. Give the children groups of words with a common root. Ask them to circle the part of the word which changes. Again, hold a discussion on the differences in meaning. For example:

jardín	jardines
jardinero	jardineros
jardincito	jardincitos

c. Using several words that have variations in their ending, write the roots for these words on one set of cards and the various endings on another set of cards. The children can form words by placing the roots together with the endings. For example:

flor - florecita - floristeria - florero
Florinda - Flores

G. Is able to recognize and associate words.

a. Give the children a list of words some of which are related to the topic of the family and some of which are not. Have the children circle the ones related to the family. For example:

casa	nido
come	nena
papá	nudo
sala	nene
abuelo	abuela

b. Write a list of words on the chalkboard. Have the children pick out those words which are related to the topic of the family and copy those words on their papers.

c. Show the children a picture of a person in a family. Write four words on the chalkboard one of which corresponds to that picture. Have the children choose the correct word and then copy these words on their papers.

d. Write family words on the chalkboard with some of the letters missing. Have the children copy the words and fill in the missing letters.

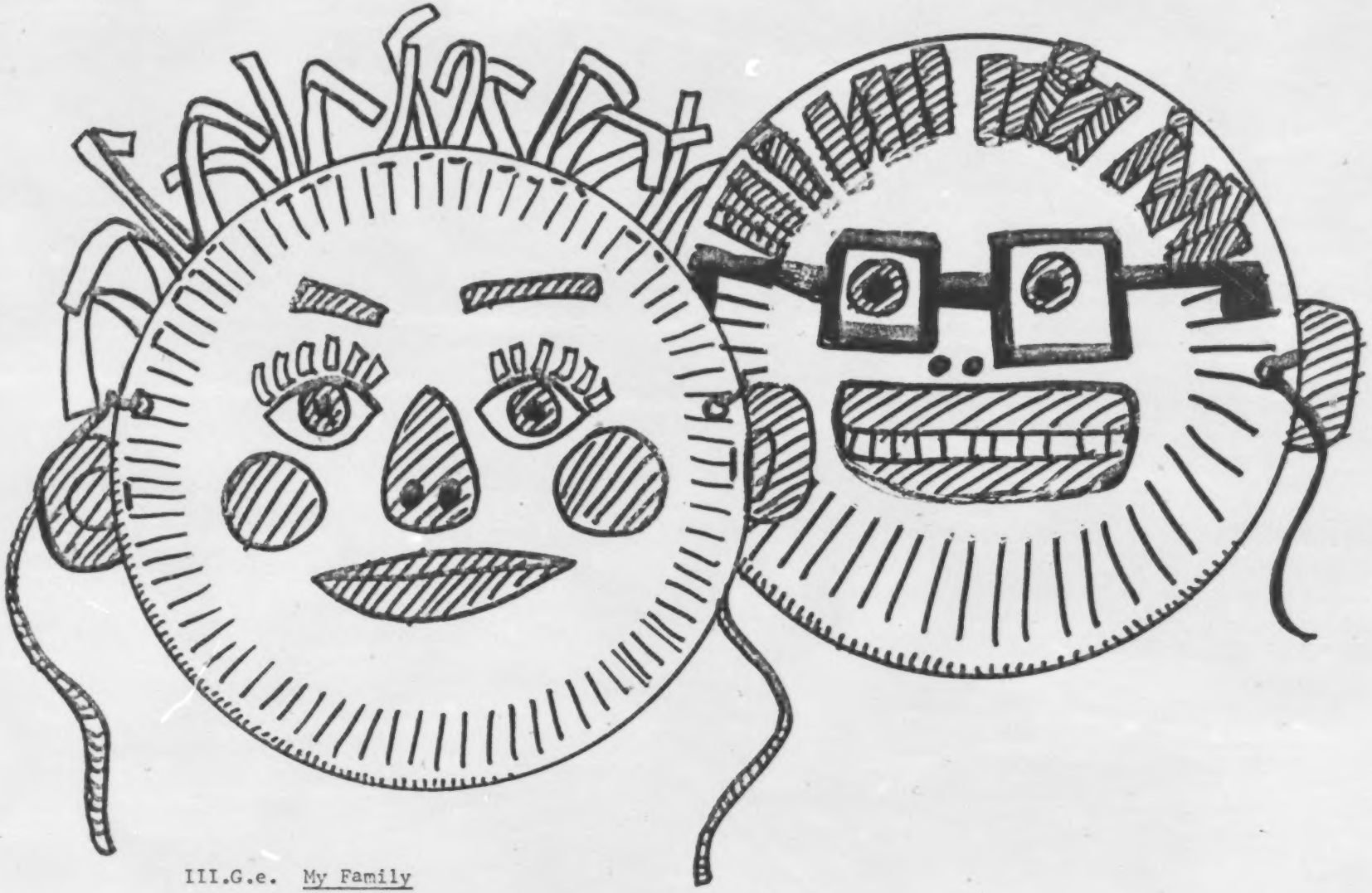
m_m_
p_p_
a_u_lo
ab_e_a

e. Make masks to represent the various members of the family. These can be used by the children for role-playing to encourage oral expression.

III.F.c. My Family

Make two sets of cards as shown.

In one set write the common roots and in the other various endings.



III.G.e. My Family

The children will make paper-plate masks to represent the different members of his family.

H. Is able to repeat the parts of a story in proper sequence.

a. Read or narrate the story of "Lunaria y Solario." Have the children draw three illustrations for the story, one for the beginning, one for the middle, and one for the ending.

b. After narrating "Lunaria y Solario," have the children sit in a circle. Have one child start narrating the story. Then have other children continue the narration in proper sequence.

I. Is able to recognize the sequence in activities.

a. Give the children a set of pictures of activities a family would participate in during the day. Have the children place these pictures in the order in which they would be likely to occur.

IV. My Home

A. Is able to distinguish and identify the parts of a house and associate rooms with activities.

a. The teacher can show the children pictures of different rooms of the house and ask questions about furniture and appliances in each room and about the activities that take place in the rooms.

b. Have the children divide a paper into four parts. They can write the name of a different room in each of the parts and then cut out pictures of furniture and appliances from old magazines to paste inthe appropriate part of the paper.

c. Make up sentences about the home. Leave some words out of these sentences and have the children fill in the sentences with appropriate words. For example:

1. En la cocina hay una ____ para freir, un _____ para pelar platanos y una ____ para sentarse.
2. Miro televisión en la _____ y duermo en mi _____.
3. Mamá lava la ropa en el ____ y la plancha con una _____.
4. Me gustan las tostadas acabadas de salir de la _____.
5. Me lavo los dientes y tomo mi ducha en el _____.

d. The teacher can present pictures of family activities performed in the home. The children will write sentences about what they see in the picture.

e. Make a set of pictures of objects found in the home down the right side of a duplicated sheet of paper. On the left side make sentences which describe the pictures. Have the children match the pictures to the sentences by drawing lines.

f. The teacher can write a list of sentences about the home on the chalkboard. The children can copy the sentences and then write whether each sentence is true or false. For example:

verdad (v) mentira (m)

___ Lavó toda su ropa sentado en su cuarto.
___ Mamá puso la comida encima de la mesa.
___ Papá lee el periódico sentado en el batey.
___ Juan y José se sentaron en el fregadero para descansar.
___ Terminó de bañarse y se secó con una toalla limpia.
___ Todas las noches mis herma_nitos duermen sobre la mesa.

g. The children can write sentences about all the things they did during a certain day and then place these sentences in a proper time sequence.

h. Make two lists of household objects such that an object in the first list goes together with an object in the second. Have the children match the objects that go together by drawing lines. For example:

Pasta de dientes	platillo
cuchillo	plancha
gancho	abrigo
tabla de planchar	tenedor
taza	Cepillo de dientes

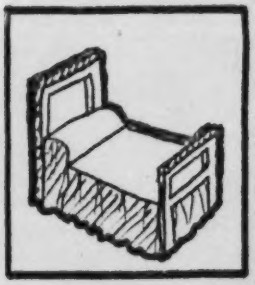
i. The teacher can make a duplicated sheet which is divided into four sections. At the top of each section will be the name of a room and under these names will be the names of different household objects which may belong in that room or not in that room. Have the children circle the objects which belong in that room.

j. Make sets of names of objects that belong in a particular room of the house. Have the children write the name of the room in which these objects belong.

Cuando llegamos de la escuela ya estaba la mesa preparada para comer...

María estaba dormida cuando sonó el despertador...

Todos los Sábados veo los muñequitos y me divierto mucho...



IV.A.e. My House

The children can match the sentences to the pictures.

IV.A.i. My Home

The children can circle the objects which belong in the room indicated at the top of the box.

baño	cuarto
CACEROLA	CAMA
JABON	TENEDOR
TOALLA	SABANA
BAÑERA	OLLA
CUCHARA	ALMOHADA
cocina	**sala**
MESA	LAMPARA
ALMOHADA	LAVADORA
ESTUFA	SOFA
PLATOS	FREGADERO
BANERA	TELEVISOR

IV.A.j. My Home

The children can read the three words in each row and fill in the blank space using one of the words at the bottom of the duplicated sheet.

Está en la casa... ¿Dónde?

DURMIENDO	CAMA	DESPERTADOR	
SILLÓN	SOFÁ	LEYENDO	
BATIENDO	FREGANDO	NEVERA	
COMIENDO	SENTADO	PLATOS	
CESPED	FLORES	JUGANDO	
BAÑAR	PEINAR	ESPEJO	
CUCHARAS	ASAR	COMIDAS	
VESTIRME	CAMA	TOCADOR	
ABRIGO	ZAPATOS	GANCHO	
TOSTADORA	AMASA	FREIR	

CUARTO - SALA - COCINA - JARDIN - BAÑO - ARMARIO

B. Is able to understand the difference between exclamatory and interrogative sentences.

a. The teacher can write the same sentence twice on the chalkboard - once with exclamation marks and once with question marks. The children will read the sentences and then be asked to find the differences between their written forms and between their pronunciations.

b. The teacher can read interrogative and exclamatory sentences to the children and have them say which kind of sentence each is from the inflection. For example:

¡Llegaste muy tarde!
¿Comiste desayuno?
¡Te portaste bien hoy Juanito!
¿Te portaste bien hoy, Juanito?

c. Ask the children to give examples of interrogative and exclamatory sentences.

d. Have the children divide a piece of paper in half. On one half they can write exclamatory sentences and on the other half interrogative sentences.

C. Is able to identify and distinguish nouns.

a. The teacher can present pictures of furniture and other household objects and have the children name the objects. The teacher can explain that these names are nouns. The children can then make a list of words that are nouns.

b. The teacher can write sentences on the chalkboard. The children will then copy these sentences and underline the words that are nouns. For example:

Jugamos con María y José.
El domingo iremos a la iglesia.
Papa salió temprano.
Jose bebe la leche.
Juan tira la bola.
Mamá cose un traje nuevo.

c. The teacher can write a list of words on the chalkboard. The children will copy the words and then circle the ones that are nouns. For example:

Lindo	taza	verdura
casa	sucia	mango
plancha	compra	sala
llora	estufa	sale

d. Give the children a duplicated sheet. At the top should be a list of nouns. At the bottom make four boxes with the title of four categories of nouns in the boxes. Have the children place each noun in the appropriate category.

e. The teacher can give each child a duplicated sheet with columns. At the top of each column will be a picture and under each picture will be a list of nouns. The children can circle each word that is related to the picture.

D. Is able to identify and distinguish nouns.

a. The teacher can demonstrate different activities and then ask the children what she is doing. The teacher can then explain that the words which describe what she is doing are verbs.

b. The teacher can write sentences on the chalkboard which describe what members of the family do in the home. The verbs in the sentences will be missing so that the children can fill in with their own verbs. For example:

Mamá ..... en la cocina.
Abuela ..... en la sala.
Papi ..... en el patio.

c. The teacher can give an incomplete sentence and the children will fill in the blanks with activities performed in the house. For example:

Pepe y Juan _____ antes de ir a la escuela.
Mamá _____ la casa y _____ la comida.
Mi hermano mas pequeño _____ todo el dia.
Papá _____ el césped.
Pepe _____ su desayuno y después _____.
Mamá _____ las papas y _____ la carne.
Ayudamos a mamá a _____ la ropa y a _____ en las gavetas.
Los domingos podemos _____ hasta más tarde.
A la hora de almorzar _____ refresco de guanábana y _____ tostones.
Todos los jueves mamá _____ pasteles.

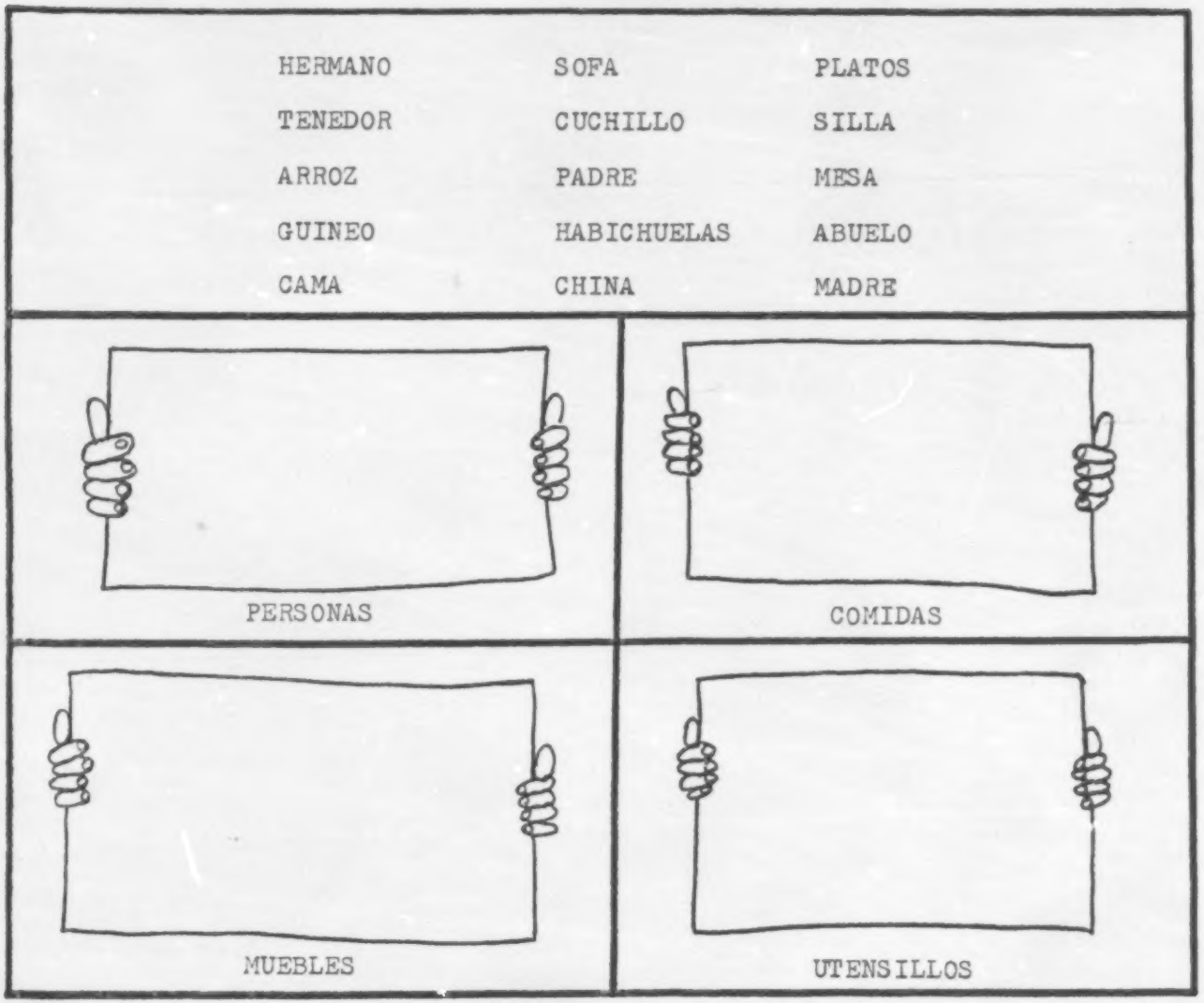
E. Is able to identify and distinguish adjectives.

a. The teacher can make a set of adjective cards and a set of noun cards. A child will pick one card from each set. The teacher can then put the two together to form a noun-

IV.C.d. My Home

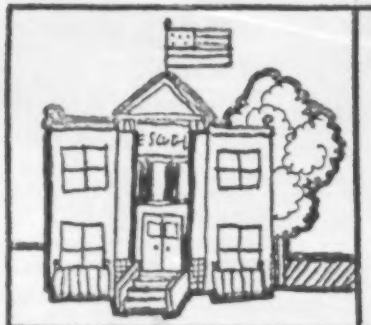
After reading the list of words at the top of the duplicated sheet, the children can write in each box the words appropriate to the indicated category.

HERMANO	SOFA	PLATOS
TENEDOR	CUCHILLO	SILLA
ARROZ	PADRE	MESA
GUINEO	HABICHUELAS	ABUELO
CAMA	CHINA	MADRE



IV.C.e. My Home

The children can circle the words in each column which belong with the picture.

			
VENTANA	LAZO	SOMBRERO	BATIDORA
ARBOL	ZAPATO	CUCHARA	MANTEQUILLA
PUERTA	SILLA	CAMISA	FRUTAS
CABALLO	VESTIDO	CORBATA	PUERTA
TECHO	PUERTA	ENSALADA	HIELO
ELEFANTE	PUERTA	PANTALON	LECHE
ESCALERA	HEBILLA	BIGOTES	RADIO
BALCON	SALA	COLUMPIO	HUEVOS
ESCUELA	MEDIAS	PIPA	TELEVISION
BANDERA	FLORES	PIÑA	CARNE
BAÑERA	BICICLETA	PARAGUA	CAMA

adjective phrase. After the children read the phrase the teacher will explain that the adjective is used to describe the noun.

b. The teacher will write a noun on the chalkboard. The children can copy this noun five times in the left column of their paper. In the right column the children can then write five different adjectives which could be used to describe that noun.

V. My Community

A. Is able to understand the concept of community.

a. A class discussion can be held on the topic of different communities. Pictures can be shown of communities in Puerto Rico and Connecticut.

b. The children can be taken on a trip of their community. The children can draw pictures of what they saw and then write sentences at the bottom of the pictures describing what they saw.

B. Is able to identify, distinguish and use singular and plural forms of nouns.

a. The teacher can present pictures of objects. The children can name the objects using the singular form when there is one and the plural when there is more than one of the same object. The teacher can point out the differences in endings for the two forms.

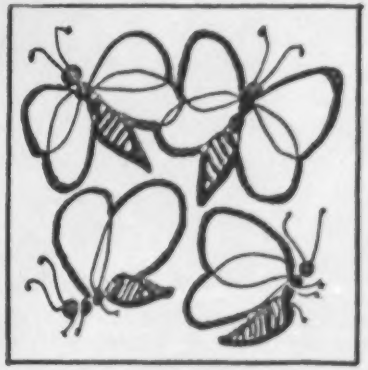
b. Give the children duplicated sheets. In the left column should be single objects. In the right column should be two or more of the same objects. Have the children write the names of the objects in the correct singular and plural form.

c. The teacher can write a list of nouns on the chalkboard. The children can copy these words in the left column of a paper. In the right column they can write the plural form for those words which are singular and the singular form for those words that are plural. For example:

ambulancias	parques
escuela	teatro
hospitales	tienda
señales	fábrica
ciudad	Panaderías
vecino	

V.B.b. My Community: Singular-plural. The children can write the names of the objects in the singular or plural form depending on the number of objects shown.

árbol



d. The teacher can write incomplete sentences on the chalkboard. Beside each sentence will be the singular and plural form of a word which could complete the sentence. Have the children copy the sentences using the correct noun form. For example:

carro, carros ..... El policía detuvo a los _____.
guineos, guineo ..... El verdulero trajo _____ maduros.
casa, casas ..... La _____ de mi vecina esta bien pintada.
sirena, sirenas ..... Oí la _____ de la ambulancia.
campana, campanas ..... Tocó la _____ de la escuela.

C. Is able to recognize community helpers.

a. The class can go on a trip to visit places where community helpers work -- police station, fire station, food store and hospital. The children can draw pictures of what they saw and write sentences under the pictures to describe what they saw.

b. The teacher can hold a discussion with the children on the duties of the community helpers. They might discuss how the children could be helpful to the community helpers, how and when the alarm system should be used, what information should be provided to the fire station or police station in case of an emergency.

D. Is able to identify, distinguish and use definite articles.

a. The teacher can show pictures of objects, have the children correctly name these objects using the appropriate definite article, and then write these noun-article phrases on the chalkboard.

b. Give the children duplicated sheets with pictures of objects. Have the children write the names of the objects using the correct definite articles.

c. Give the children a duplicated sheet. At the top make four columns. At the top of the columns have the articles la, el, los, and las. At the bottom of the sheet should be a list of nouns either in the singular or plural form. The children can place each noun in the appropriate article column.

V.D.b. My Community "El" - "La"

The children can write the name of these community helpers using the correct definite article.

el bombero

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V.D.c. My Community The children can write each noun in the column with the appropriate definite article.

la	el	las	los

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ESCUELA
AVION
DESFILE

E. Is able to identify, distinguish and use indefinite articles.

a. The teacher can show pictures of objects, have the children correctly name these objects using the appropriate indifinite articles, and then write these noun-article phrases on the chalkboard.

b. The teacher can write a list of nouns on the chalkboard. The children can choose the appropriate indefinite article to go with this noun and copy the article-noun phrases on their papers.

c. The teacher can write a paragraph on the chalkboard. The children can copy the paragraph. They can underline each definite article with blue and each indefinite article with red. For example:

"La Playa"

¡Cuantas cosas se ven en la playa en un día lindo de sol!
Veo la arena, el mar y las olas. Una brisa fresca mueve las nubes, unas olas vienen y otras se van!
En el agua veo una estrella de mar.
Esta estrella anda y corre porque es un animalito que vive en el mar y en la arena.

F. Is able to establish similarities and differences between communities.

a. The teacher can show pictures of the immediate community and the community of the Tainos Indians. The children will be asked to identify similarities and differences between these communities. These differences could be in clothing, housing, transportation, food, games, religion, instruments, dances, communication, tools, and art.

b. The children can make models of an immediate community and a Taíno community from boxes, paper and other scrap materials.

c. Give the children a duplicated sheet. At the top of the sheet have sentences. On the bottom have four boxes for verbs, nouns, articles, and adjectives. Have the children place each word from the sentences into the appropriate box.

V.F.c. My Community

The children can take each word from the sentences and place it in the correct category.

La india pela una yuca grande.

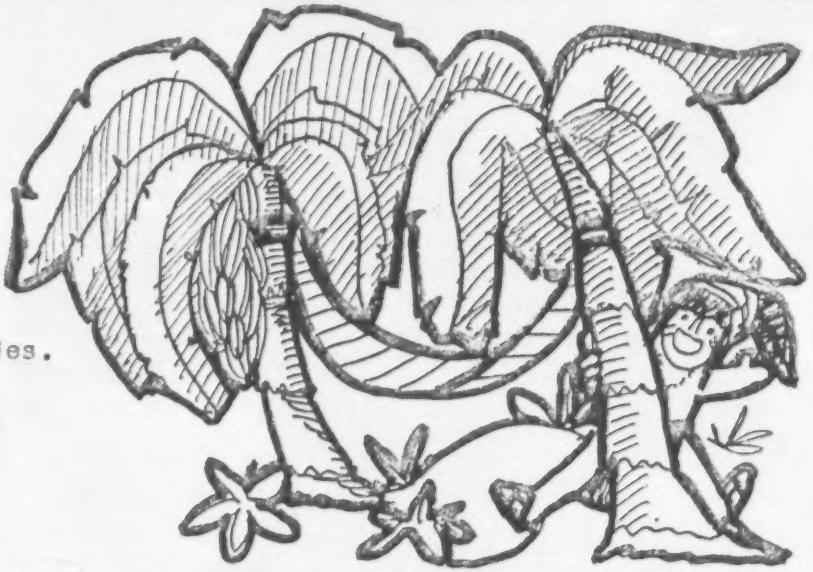
El indiecito duerme en una hamaca roja.

Un indio come en el bohío.

Unos indios cosecharon los guineos verdes.

Luis come los guineos verdes.

El vendedor tiene hamacas bonitas.



VERBOS	NOMBRE	ARTICULOS	ADJETIVOS

G. Is able to identify, distinguish, and use superlatives and diminutives.

a. Present pictures of objects which are extreme in size -- either large or small. Ask the children to give words to describe each size. Explain to the children that words to describe big things are superlatives and that words describing small things are diminutives.

b. Have the children make two sheets of paper, one with the word "diminutive" at the top, the other with "superlative" at the top. Give the children a list of names of objects together with superlatives or diminutives describing the objects -- "casa grande." Have the children make small pictures of each object named. They can put the names on the pictures and then paste each picture to either the "diminutive" sheet or the "superlative" sheet.

c. The teacher can write a list of nouns on the chalkboard. The children will divide a sheet of paper into two columns with "superlative" at the top of one column and "diminutive" at the top of the other. Then they can copy the nouns placing them in the appropriate column. For example:

librito	escuelona
zapatón	hombrecito
carrazo	niñito
casona	dedito
hombrazo	pedacito

VI. Transportation

A. Is able to distinguish similarities and differences in means of transportation.

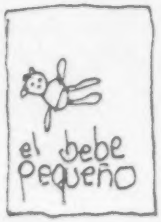
a. The teacher can write sentences about means of transportation on the chalkboard, some of which are true and some of which are false. The children can copy the sentences and write true or false by each sentence. For example:

M 1. María recorrió la isla de Puerto Rico a caballo en cinco minutos.
M 2. Un lujoso avión me transportó desde mi casa a la casa de mi vecino.
V 3. Un gran transatlántico navega en el océano.
V 4. Salí desde Connecticut en tren para Nueva York.
M 5. Salí desde Puerto Rico en tren para Nueva York.

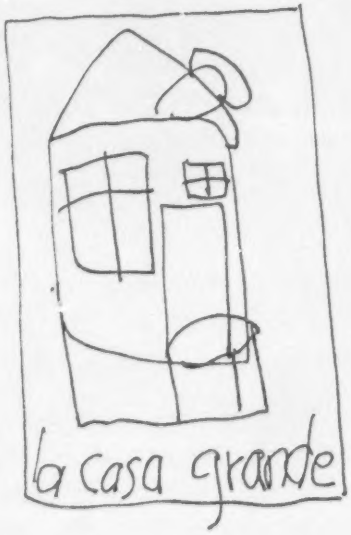
V.G.b. My Community

The children can draw small pictures corresponding to a given list of superlative and diminutive words and then they can paste these on sheets with the correct title.

diminutivo



superlative



B. Is able to punctuate properly using periods and commas.

a. The teacher can make a tape recording of a paragraph and write the paragraph on the chalkboard. Then she can play the tape recording several times and demonstrate for the children how the rhythm and intonation of the recorded reading corresponds to the punctuation of the written paragraph.

b. The teacher can write a paragraph without periods or commas on the chalkboard. The children can copy the paragraph and add the commas and periods as needed. For example:

Esta mañana me levanté temprano, comí rápido el desayuno, saqué afuera la basura y me fuí a la escuela.
Quiero ser un niño trabajador, obediente y respetuoso para que mis padres se sientan orgullosos de mi.

c. The children can copy sentences dictated by the teacher and place commas and periods in the sentences as indicated by the intonation and rhythm of the dictation. For example:

Pasé por la tienda y compré malangos, yautías, guineos y alcapurrias.
Hoy estuvieron ausente Juan, María, José y Diana.
Salimos de la escuela a dar un paseo por la Comunidad.
Algunos niños vinieron andando, otros en carros y los otros en guaguas.

C. Is able to place words in alphabetical order.

a. Write pairs of letters on the chalkboard and have the children decide which comes first in the alphabet.

b. The teacher can write pairs of similarly spelled words on the chalkboard and then explain the left to right order of lettering by which to determine the alphabetical order of words.

c. The teacher can write pairs of words on the chalkboard. The children can copy the words and then place a blue line under the word that comes first in the alphabet and a red line under the word that comes last.

d. The teacher can write a list of words on the chalkboard. The children can copy the words and place them in alphabetical order. For example:

carro	camión	transatlántico	trolebus
avión	carreta	ómnibus	
burro	tren	guagua	
buque	barco	tranvía	

VII. Communication

A. Is able to recognize the similarities and differences in means of communication.

a. The teacher can show pictures of different means of communication such as the telephone, television, radio, post office, tape recorder, phonograph, video tape, movies, newspaper, and magazine. The children can be asked the names for these means of communication and a discussion can be held about the similarities and differences between them.

b. The children can construct a simple telephone from tin cans and wire. After constructing the telephone the children can play a game in which they must talk to each other in complete sentences using the proper courtesy rules for the telephone.

c. The children can make a television "panorama." This can be made from a box and a long sheet of paper wound around paper towel tubes. Each child can make a picture of a means of communication and these can be pasted together to make up the show. As the show is presented, each child can tell about the picture he/she drew. After the show the children can write sentences about each of the means of communication presented.

B. Is able to write a simple letter.

a. The teacher can write a model letter on the chalkboard and explain each of the parts of the letter -- date, sender's address, receiver's address, salutation, signature, body. Then the children can write a very brief letter to a favorite member of their families.

VIII. Animals

A. Is able to identify and describe farm animals.

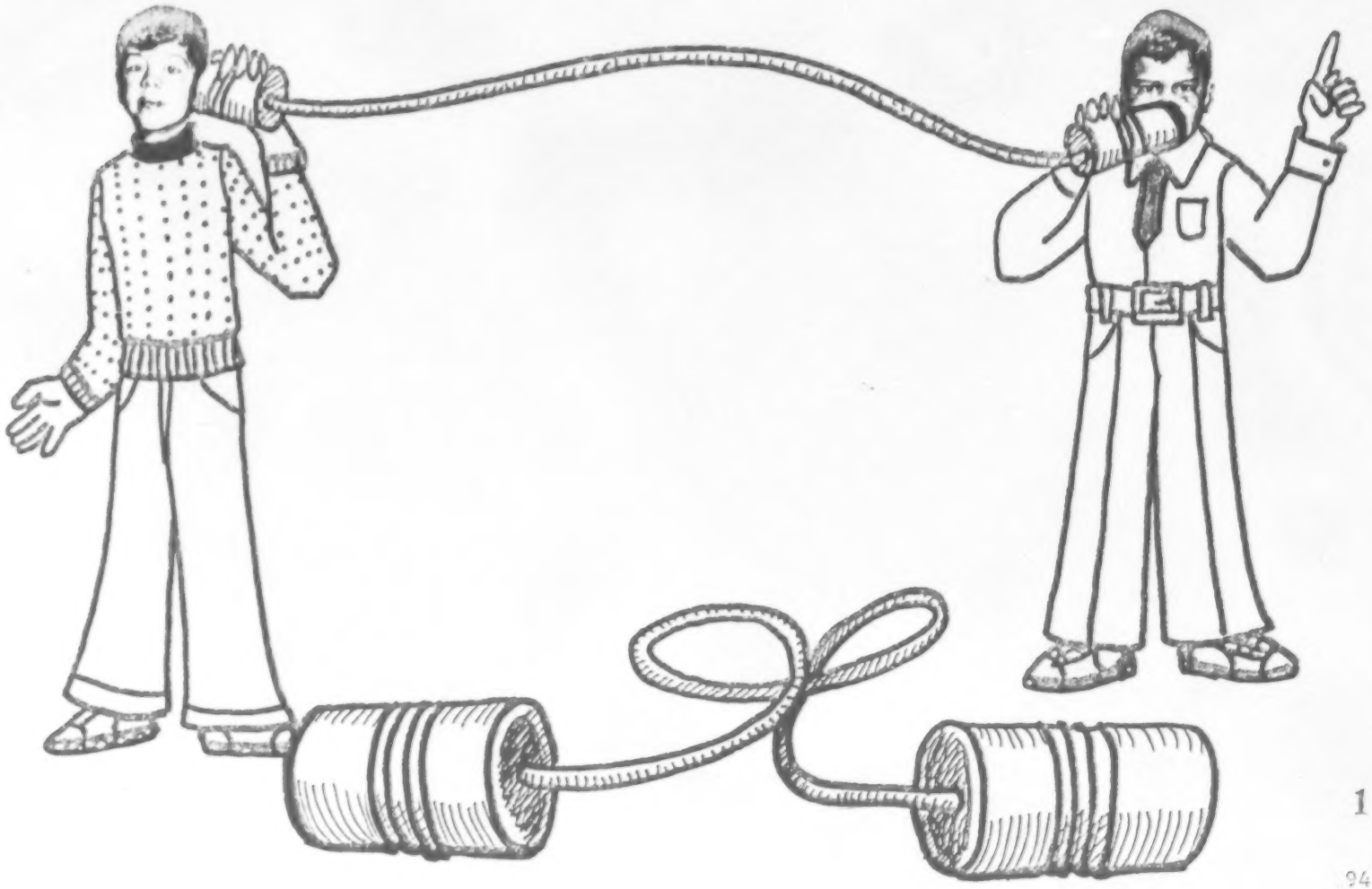
a. The class can take a trip to a farm.

b. The teacher can show pictures of different farm animals and ask the children to give the names of these animals.

c. The teacher can make patterns for the children to construct paper models of farm animals. The children can then construct a model of a farm so that the animals can be placed on the farm.

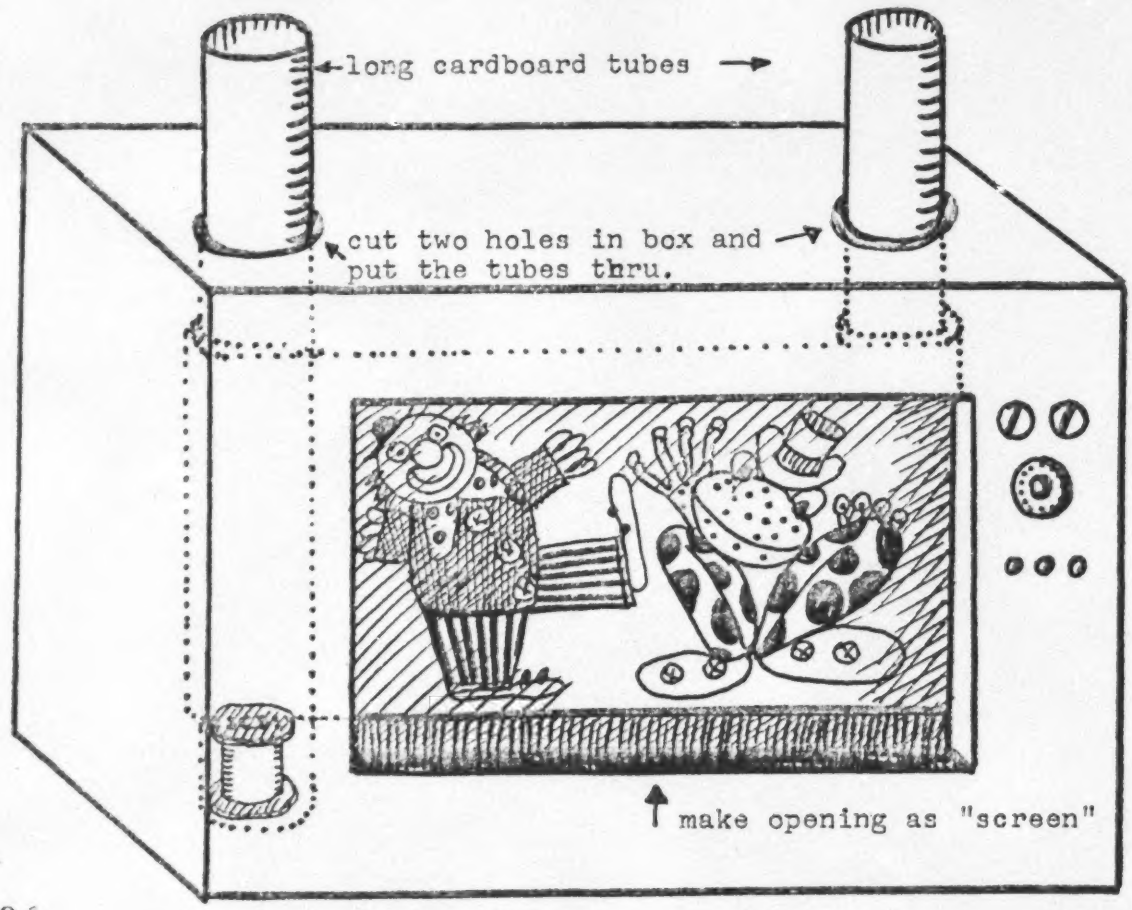
VII.A.b. Communications

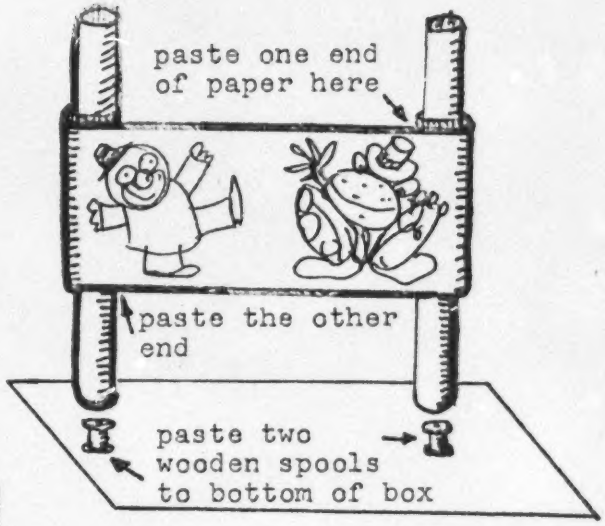
Make a telephone. Make holes in the bottom of two tin cans. Attach a piece of old garden hose to the two holes. The hose should fit tightly to the cans.

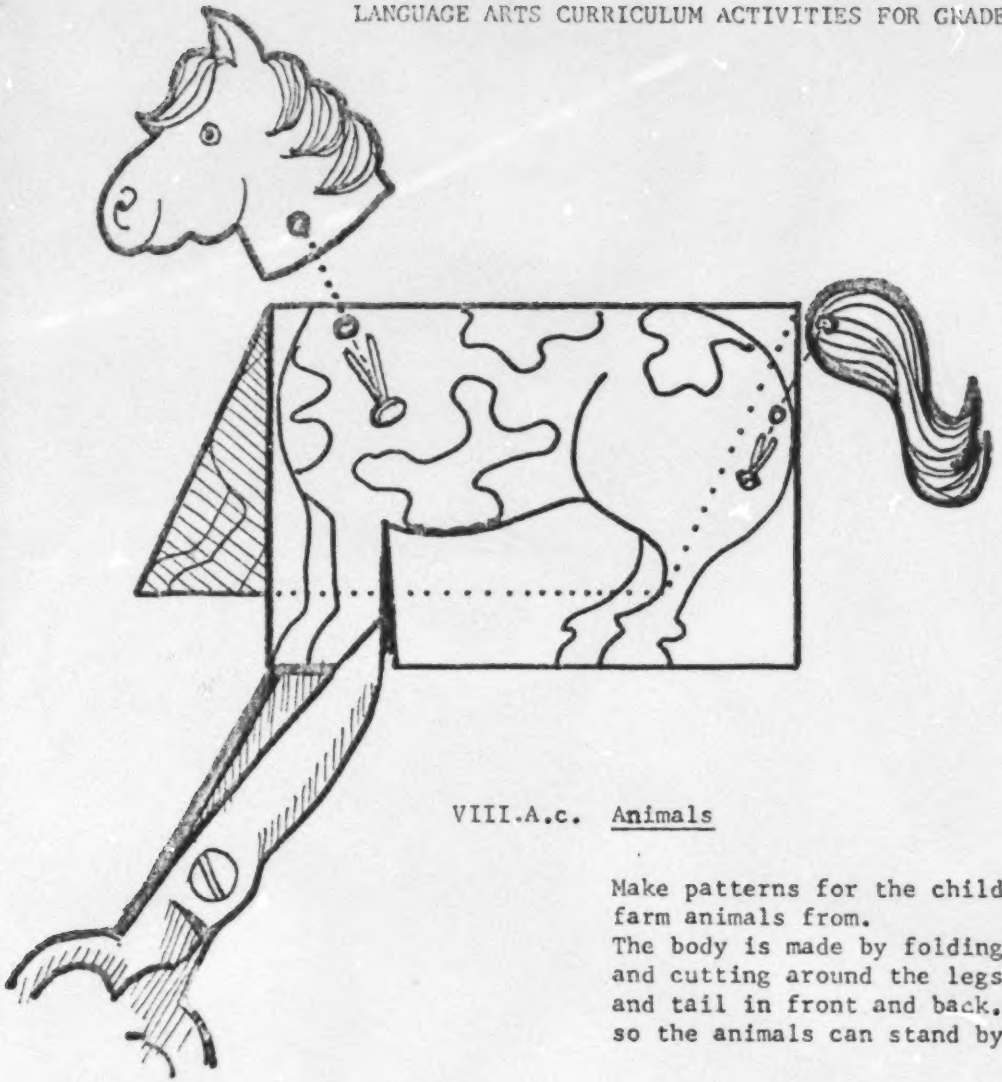


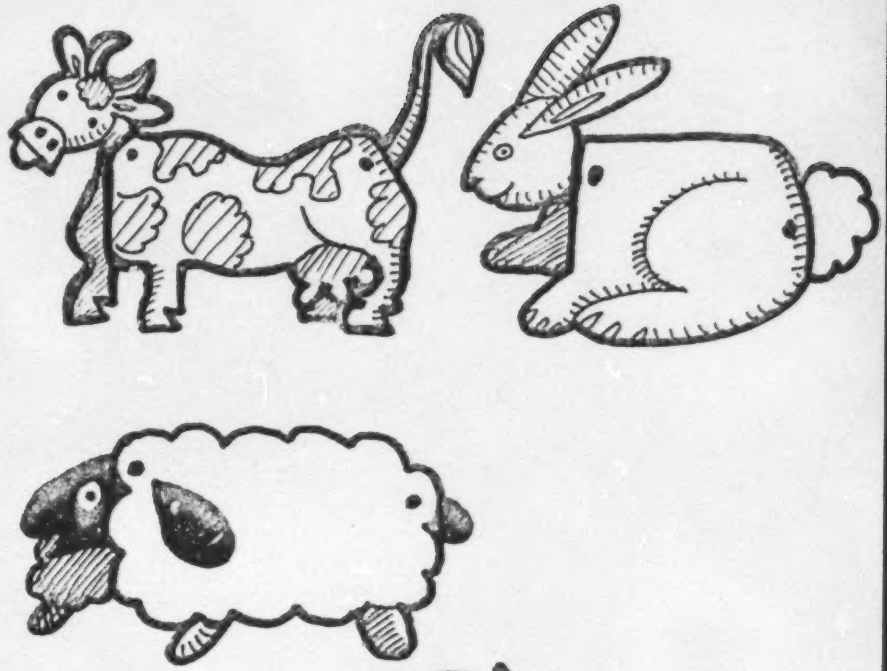
VII.A.c. Communications

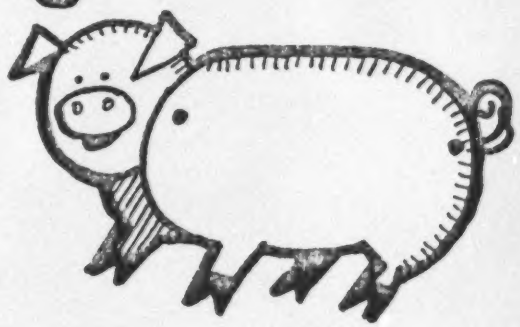
Make a television "Panorama." Cut a window in the front of an old box. Cut two holes on top of the box. The children will make the film with a roll of paper wrapped around two paper towel tubes. Wooden spools glued to the floor of the box will prevent the rollers from swinging around.











VIII.A.c. Animals

Make patterns for the children to build farm animals from.
The body is made by folding oak tag in half and cutting around the legs. Attach a head and tail in front and back. Spread the legs so the animals can stand by themselves.

d. The teacher can make a duplicated sheet of a farm scene with the various animals. The children can write the name under each animal and then color the scene.

e. The teacher can write a list of sentences on the chalkboard having to do with particular animals. A duplicated sheet of pictures of the animals will be given to each child. The children can copy the sentences and then cut out each animal and paste it by the appropriate sentence.

B. Is able to identify and describe wild animals.

a. The class can take a trip to the zoo.

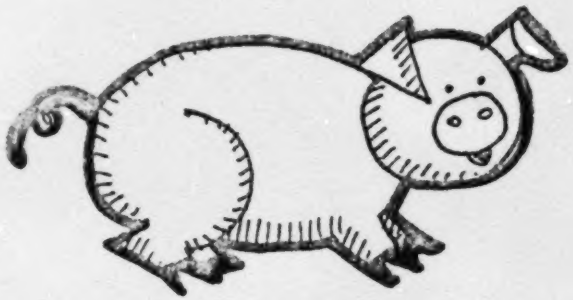
b. The teacher can show pictures of different wild animals and ask the children to name the animals.

c. The children can make pictures of wild animals. These can then be framed to look like a cage and yearn can be pasted over the picture to look like bars. The children can then make a map of the zoo and place the different animal pictures in the zoo.

C. Is able to recognize synonyms.

a. The teacher will explain what is meant by synonyms and then write pairs of synonyms on the chalkboard. The children can then suggest synonyms to be written on the chalkboard. For example:

linda	bonita
pequeño	chiquito
pelo	cabello
vestido	traje
nene	niño
nena	niña
carro	auto-móvil
cesta	canasto
guagua	autobús
delgado	flaco



VIII.A.d. Animals

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Make these duplicated sheets for the children to write the names of the farm animals.

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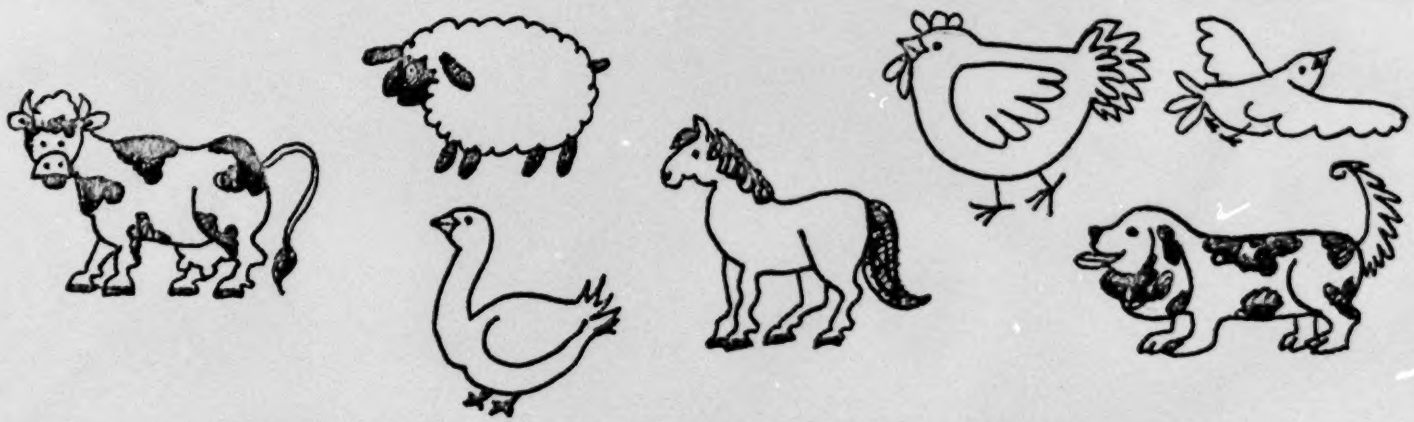
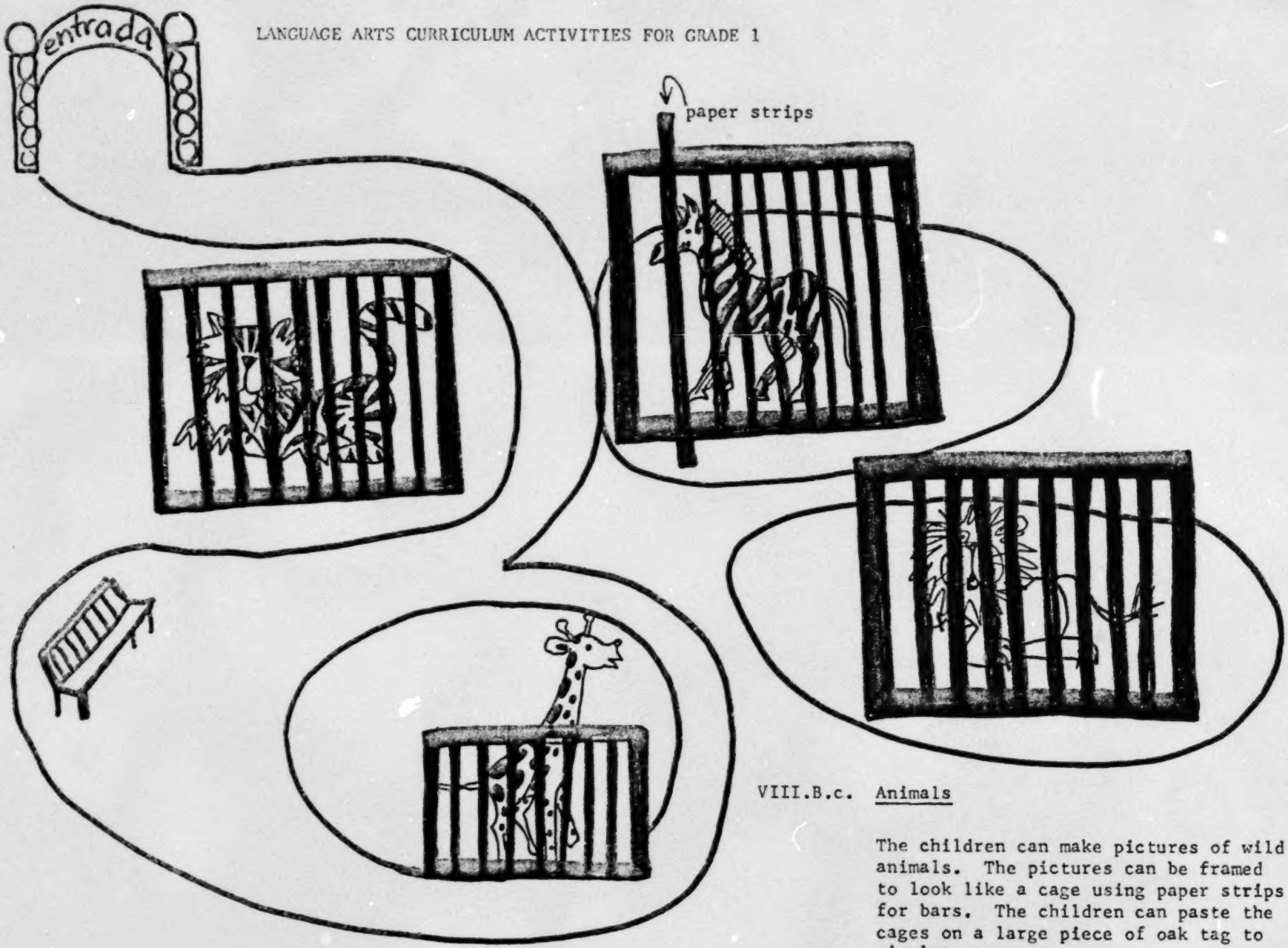
VIII.A.e. Animals--The children can cut out the pictures of the farm animals and paste them to the left of the appropriate sentence. Then they can write the name of the animal on the right side.

La ordeñaron al amanecer.	la vaca
Utilizaron su lana para nuestra ropa.	----------
Brinca y relincha para escaparse del corral.	----------
Ladra cuando se acerca un desconocido.	----------
Se oyen sus trinos desde la ventana.	----------
Siguen a su mamá hasta el pozo de agua.	----------





VIII.B.c. Animals

The children can make pictures of wild animals. The pictures can be framed to look like a cage using paper strips for bars. The children can paste the cages on a large piece of oak tag to simulate a zoo.

b. The teacher can make a duplicated sheet. In the middle will be a column of pictures of objects. On both sides of these pictures will be columns of words that correspond to the pictures. The children will be asked to connect each word with the appropriate picture. Then the children will be asked to write the pairs of words that correspond to given pictures together on another sheet of paper. These pairs should be synonyms.

c. The teacher can write a list of words on the chalkboard. The children can copy the list and then write a synonym beside each word. For example:

ferrocarril	tren
caminar	andar
brincar	saltar
bolígrafo	pluma
muro	pared

D. Is able to recognize antonyms.

a. The teacher will explain what is meant by antonyms and then write pairs of antonyms on the chalkboard. The children can then suggest antonyms to be written on the chalkboard. For example:

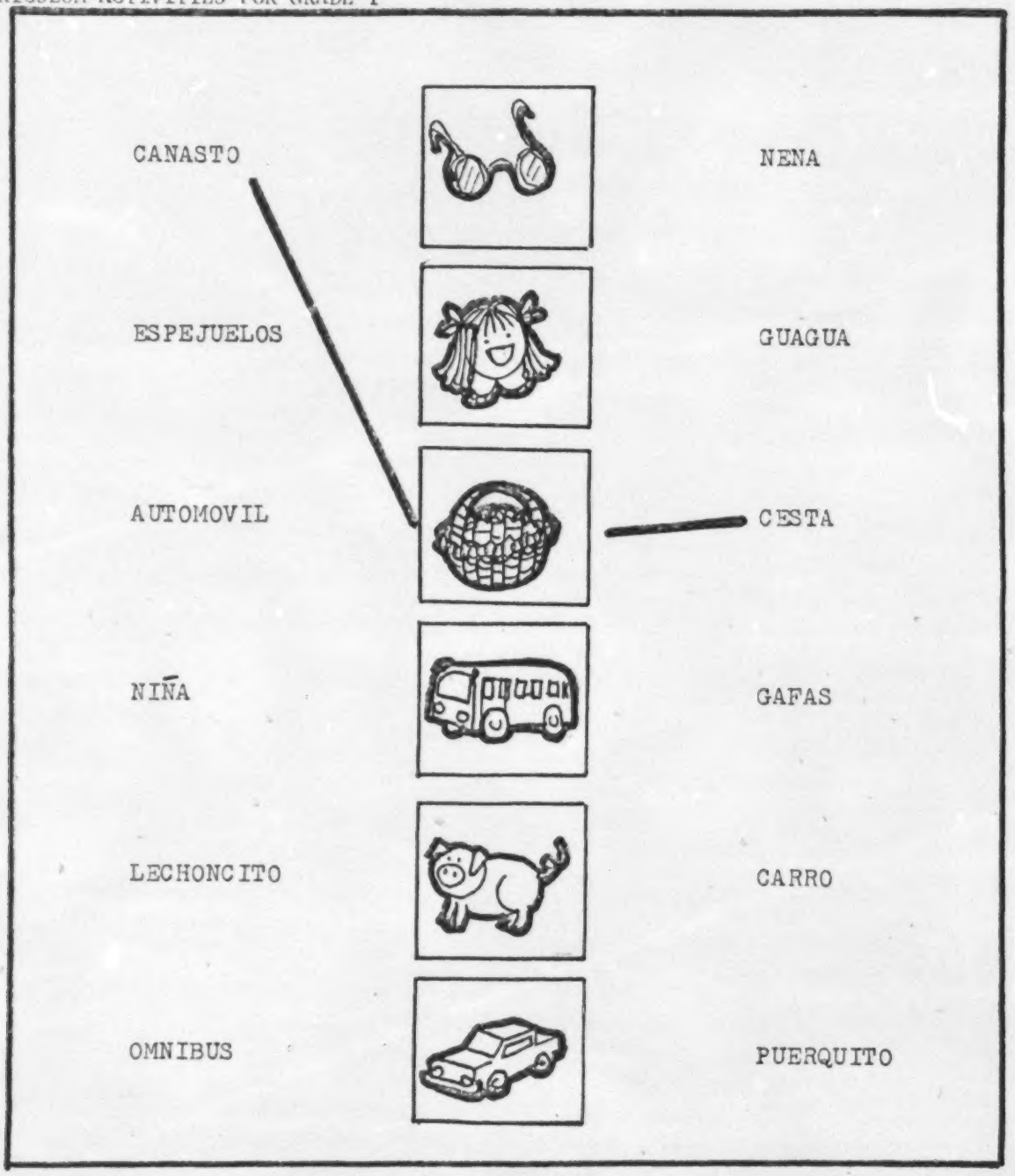
bueno	malo
lindo	feo
grande	pequeño
claro	oscuro
dia	noche
sale	entra

b. The teacher can make a duplicated sheet with a list of words in the left column and their antonyms in the right column. The children will be asked to connect the pairs of antonyms with a line. For example:

bueno	lejos
sube	largo
pesado	joven
corto	flaco
grande	baja
gordo	pequeño
cerca	liviano
viejo	malo

VIII.C.b. SYNONYMS

Make duplicated papers for the children to connect the synonyms to the picture.



c. The teacher can write a list of words on the chalkboard. The children can copy the words and then write an antonym beside each word.

d. The teacher can make a "coqui synonym and antonym board." This would consist of a chain of words. Each word should have an S or an A by it. The children can play a game where they start at the beginning of the chain. They throw a dice and move along the chain the number of spaces indicated. When they land on a word they must give a synonym if there is an S by that word and an antonym if there is an A by the word. If they can do this correctly, they can remain at that word. If not, they must go back to their previous position.

VIII.D.d.

The synonym and antonym board.